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May, 1957



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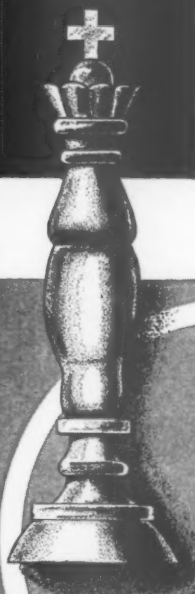
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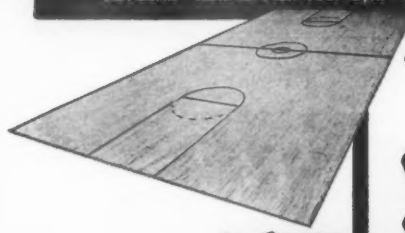
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FRONT COVER ILLUSTRATION

Bob McKeever sparked Ara Parseghian's Northwestern Wildcats to a remarkable season. The action takes place in their game against Iowa State which opened the 1956 season. Parseghian's article on the Outside Belly Series begins on page 12.

A Look At This Issue and a Glance Ahead

THIS month, with the spring sports season drawing to a close, we are directing our attention toward football, the next activity on the school calendar. Actually, it isn't as far off as one might think, only three and a half months until the start of practice. If you haven't already done so, better purchase your football needs now. It was suggested by several subscribers that we run articles on given sports throughout the year rather than concentrate them prior to the start of the season in question. Thus, in addition to the

National Basketball Tournaments, another basketball article is appearing in this issue. We would appreciate your comments regarding this departure from our former policy. Next month we are stressing the forward pass and running articles from an Illinois, a New Jersey, and a Texas coach on phases of the passing attack. Knowing that schools close early, we are planning to have the June issue in the hands of our readers by June 1.

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FOR EVERY SPORT



WES KNIGHT, who doubles as track coach and trainer at Ole Miss, prepares a letter each spring for the football candidates. Following is this year's letter: "In order to rebuild a team it is necessary to make an inventory of our stock, our football material. That material has or has not good temperament, proper spirit, guts, desire to play, love of the game or faith in themselves. We harp on football as a preparation for life because you need to know how to use what you have, when to apply it, and how you will use it under pressure. In order to be a success in anything you must have faith in yourself and like what you are doing; while in football it is love of the game and faith in yourself, your teammates, and your coaches . . . To prepare for life you must have an education and that means you must apply yourself and use the facilities at hand. Each course has a purpose and whether you like it or not you must master it in order to accomplish your objective. Good study habits are necessary for daily preparation. Learn how to study to get the best out of your courses — mind over matter. Football is similar to studying because you get out just what you put into it and the practice of the very fundamentals of the game such as blocking, tackling, and running must be perfected during the week, not in games. You have to think what you are doing and by continued practice the fundamentals become perfect. Good training habits such as plenty of sleep and abstinence from drinking or smoking are a must because of their physiological value to you. These facts are real and have been proven true, and you are no exception. Be an example, not an exception. Know right from wrong and have the character to live right. Don't be led down the low road; be a leader on the high road . . . You can't pass your school work if you do not have the desire or won't try when the going gets tough. Get help before it is too late, don't be proud. Pride goeth before the fall . . . Desire and spirit are necessary in sports, want to win and keep driving yourself as well as the

rest of the team. It takes guts in football to be a real team man and to play hard and clean all the way . . . It all adds up to this, men. You have the material to be a champion but it takes all the above qualities to qualify. Look into a mirror and see where you fall short — you can fool some people but you can't fool yourself . . . If you are going to go, let's go first class. Think it over not once but many times. Be a doer, not a waiter."

BRICE DURBIN leaves his post as freshman basketball coach at Wichita University to take over as assistant commissioner of the Kansas State High School Activities Association . . . Lacrosse is experiencing quite a growth as a scholastic sport. Four Long Island high schools adopted it this year as will several New Jersey schools. The sport is also spreading away from the Atlantic Seaboard. Several additional colleges in Ohio will adopt lacrosse and Washington High School of Massillon becomes the first high school in the state to play the game . . . Speaking of sports, volleyball is one of the fastest games there is. Some recent tests have indicated that a spiked volleyball travels at a speed of 110 miles an hour. This speed compares with the 98 miles per hour of a pitched ball and a tennis serve which has been clocked at 104 m.p.h. Wisconsin, by the way, had 189 schools competing in the state high school volleyball tournament. The state final consisted of a round robin in which six teams competed . . . How about this one? After playing 24 games, Frank Sancet's University of Arizona baseball team has averaged 12 runs per game and the starting team has a .415 batting average . . . Congratulations to The Program Aids Company on their modern and attractive new plant in Mount Vernon, New York . . . After mentioning last month that Bob Davis of Gettysburg College was one of numerous Great Lakes basketball players to be in college coaching, we received notice that he has been signed as the newest addition to Converse's roving corps of basketball ambassadors.



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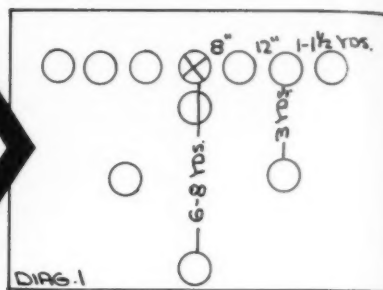
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Speaking of Multiple Offenses

Try the



OFTEN football coaches think and say there is nothing new in the game, but every once in awhile we combine things that have been read or used in the past with the formations of the present-day game. This is the case in the diamond T.

This formation offers a variety of backfield maneuvers without changing the line blocking. Rule blocking in the line fits in perfectly; however, any system of line blocking can be used. The simpler it is, the better.

The most important advantage of the diamond T is the fact that two men are in excellent position to throw a pass, the quarterback and the deep back. Since the deep back is in position to throw a pass, the appearance of a spread formation is present. However, with the quarterback in position to receive the ball and to handle it for hand-offs, etc., this formation can pose quite a problem for the defensive setup. The defense must be set for a five deep situation with the deep man throwing, and also be ready to defend against the normal T formation plays. It should be remembered that in high school football the quarterback is allowed to be in this position and he is an eligible pass receiver. However, such is not the case in college football.

As shown in Diagram 1, the spacing in the line is as follows: guards 8 inches from the center; tackles 12 inches from the guards; and the ends 1 to 1½ yards from the tackles. The quarterback is in normal position be-

hind the center, and the halfbacks are lined up behind the tackles about 3 yards deep.

The fullback or the other passer is lined up about 6 to 8 yards behind

It is obvious that many other combinations are possible. However, it was found that the most successful passes were those in which the halfbacks went straight ahead, as on a quick play, and then went through the line and into their basic maneuvers. This procedure has a tendency to hold the linebackers in position for a split second as well as delaying the linemen from rushing the deep man too quickly. The quarterback must carry out his fake in order to set this pass up. That is, the quarterback should fake the quickie up the middle before he goes on his maneuver. If the backs are going through the line without being tackled, then a few yards can be picked up from running the quickie just to keep the defense honest.

Standard pass protection can be used (Diagram 3) with the guards or tackles pulling and taking the ends, depending on whether or not there is a man in front of them or not. The center can drop back as a general protector when there is no defensive man in front of him. If the ends are giving a lot of pressure from a six-man situation, where the guards and tackles have to stay in and block, the short pass receivers, either the back or the end may have to block the defensive ends before they go out on their ma-

(Continued on page 61)

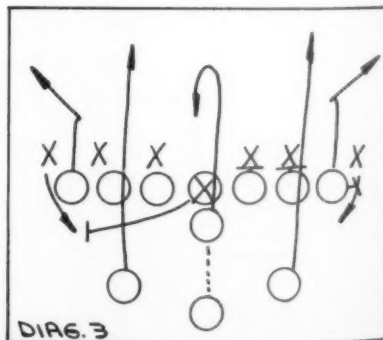
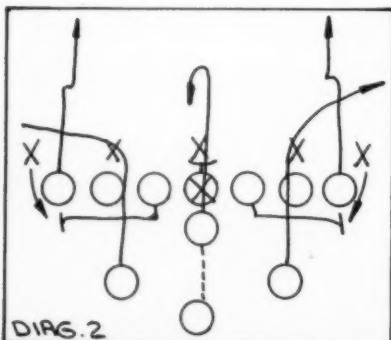
BOB TROPDMANN played his undergraduate football at Redlands and then received his master's degree from San Francisco State. He coached at Richmond, California, High School for three years and then put in a like number of years as line coach at his alma mater. Troppmann is presently completing his fourth year at Drake High School in San Anselmo.

the quarterback. It is obvious now that most T plays can be run. The quarterback is in position to receive a direct hand-off from the center, and the deep back is in good position to receive the ball from the center through the quarterback's legs, and have plenty of time to throw the ball.

The diamond T becomes a multiple offense because of the various formations that can be used by adjusting the backs, plus the many opportunities which can be gained by just using the formation as shown in Diagram 1. The diamond T is mainly a passing formation. As we mentioned previously, in high school football the quarterback is an eligible pass receiver. This rule in itself opens up unlimited possibilities.

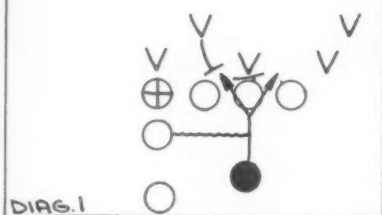
The Passing Game

In addition to the T formation passing game, we simplified the system by having just two basic pass maneuvers from the diamond T. We call them diamond T pass No. 1 and diamond T pass no. 2 (Diagram 2).



By **SMOKY CATES**
Assistant Football Coach, Borger, Texas, High School

The Scissor Series



DIAG. 1

THE hand-off to the halfback, a play which is a standby for all T teams, has gradually lost its original effectiveness. We would like to give our views on this play, and to present a series of plays called the scissor series which we hope will once again give an offense a serious quick-opening threat.

Probably most coaches realize that one of the main reasons why the dive play has been stopped recently is because most teams stack their defenses against it. In addition, at least two of the nine men who are in the proximity of the line of scrimmage will be keyed on the offensive halfback. The inside linebacker will be responsible for closing the inside dive hole, and the tackle will be responsible for the outside dive hole.

If these two defensive men were responsible for this area by themselves, they would have some difficulty covering it. However, in these days of hit-and-slide football, the middle guard will hit and tighten to the side of the diving halfback; and often the defensive end will cram the offensive end to the inside. This tightening in by the middle guard and defensive end narrows the hand-off area. Since there are three offensive linemen and perhaps four defensive men in this tight space, maneuvering by the halfback is almost impossible, and even short yardage has to be the result of wedge blocking (Diagram 2). We feel this is the major reason why the dive play is not getting the yardage it did a short time ago.

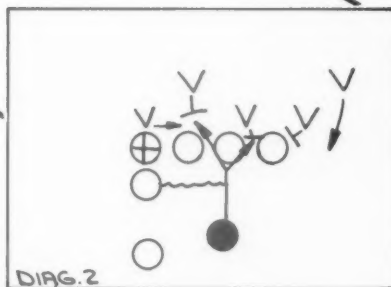
A series of plays which we have developed and named the scissor series makes keying on one man difficult and allows two diving backs to cover a wider area than was possible with only a diving halfback. This series of plays is also extremely deceptive and timing is relatively easy to develop.

Diagram 3 shows the fullback scissor play, which is simply the old fullback slant with the halfback crossing.

The halfback is running an angle course which splits the offensive guard, and the fullback is crossing in a straight line angle just as close behind him as possible. When the full-

S MOKY CATES graduated from Eastern New Mexico University where he competed in football, basketball, and baseball. He spent four years on active duty in the navy and saw service in all three theaters of war. He started coaching at Farwell, Texas, and guided his team to a fourth place finish the first year, followed by a second place finish the next year. Cates moved to his present location at the end of the 1955 season.

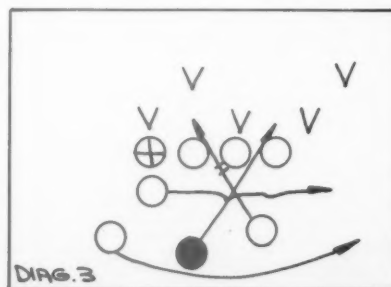
back can take the ball from the quarterback, while the quarterback's arm is still touching the halfback, the timing is perfect. On this play the quarterback takes about a 16-inch jab step and pushes the ball through the halfback's up arm and behind him to the fullback. After the give, the quarterback continues right down the line and fakes the pitch-out to the swinging halfback. There is a tremendous amount of draw on this play, and since the outside linebacker and the defensive halfback are in no position to see who has the ball, the coach



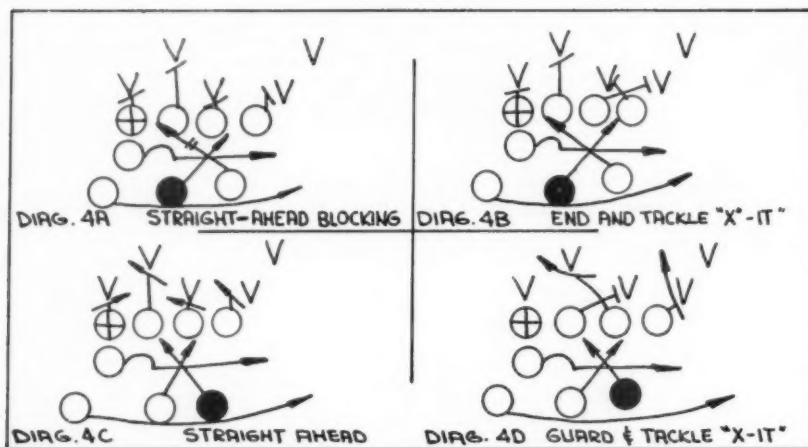
DIAG. 2

should impress on his quarterback and swinging halfback the importance of making a good wide fake. The threat of a wide play will keep the outside backer and the defensive halfback frozen, at least temporarily. If this can be accomplished, the possibility of a long gainer is increased.

Several points must be stressed to the halfback and the fullback on this play. First of all, the play is a quick-opener, and they must blast through at full speed. Second, they must run the same course each time, and any variance in the course they are supposed to run will upset the timing and deception of the play. As a coaching point, we tell our halfback to run right over the middle of his guard, and the fullback to aim for the middle of his tackle. As stated previously, the timing on this play is perfect when



DIAG. 3



the quarterback has time to take only a jab step and hand the ball to the fullback. From the angle at which the halfback is coming, it will appear to the inside linebackers and the middle guard that the halfback is actually being given the ball. Of course, the defensive tackle and the defensive end's view of the ball is sealed off by the halfback who is momentarily between them and the offensive fullback. It should be emphasized to the halfback that he must hit fast so the quarterback does not have to fall back to make the hand-off to the fullback. The fullback should get as close as possible to the diving halfback without actually hitting him.

These two quick-openers to the halfback and fullback can really deal misery to an inside linebacker who can smell plays. For example, he can be hit first with the fullback play and, if he makes the tackle, he is out of position. When this happens, come right back to the inside with the halfback play. A few bad mistakes made on the part of the linebacker will cause him to play honest ball. Using these two plays will cause an inside linebacker

to lose confidence in himself faster than any series of plays we have ever seen.

The blocking on these two plays is simple and flexible enough to allow for any radical defensive alignments. Against the Oklahoma 5-4 defense straight-ahead blocking or X-it blocking at the hole may be used (Diagrams 4A, 4B, 4C, and 4D).

If the defensive end is the floater type, we have found that the fullback play can often be run right by him without blocking him.

Halfback Scissor Pass

We have developed two excellent short passes to take advantage of linebackers who like to crash or who seem to be slow in protecting the short hook zones. One of these, the halfback scissor pass (Diagram 5), is for the short middle zone, and the fullback scissor pass (Diagram 6), is for the outside hook area.

The moment the right halfback breaks through the line, he should attempt to turn his course directly toward his opponent's goalposts. He should also look back over his right

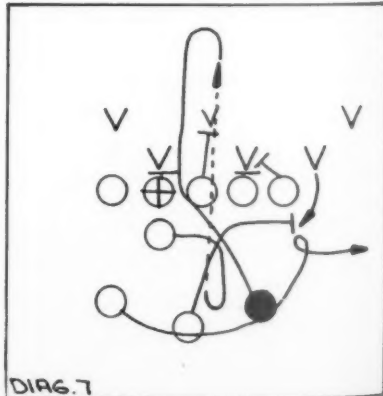
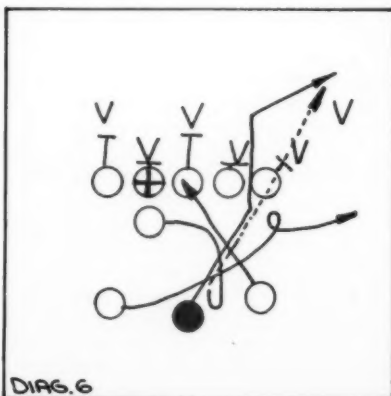
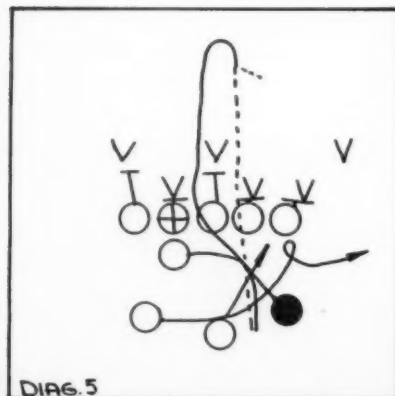
shoulder as soon as he clears. If he has not received the ball at a distance of 6 to 9 yards downfield, he should buttonhook sharply to his right and come back slowly to the passer. The off-side halfback will veer across, somewhat closer to the line of scrimmage than before, and may have to help on the defensive end. As soon as this is accomplished, the off halfback should continue slowly into the flat to act as a safety valve in case the other receiver does not get open. If the defensive tackle is a *tiger* or a *she bear*, using the language of Coach Bowden Wyatt, it is possible to double-team on him with the end and tackle and have the fullback veer to pick up the defensive end (Diagram 7).

When the outside linebacker is coming up quickly, it is time to use the fullback scissor pass.

The movements of the quarterback are the same on both plays. His first step will be the initial jab step with his on-side foot; and it will be approximately 15 to 18 inches in length. As the fake is made, he should pull his left foot up even with or slightly in front of his right foot. As his left foot is planted, he should take a fairly long step with his right foot directly away from the line of scrimmage. This first step away, and the next one as well, will be skip steps. Now the quarterback should be in a relative position of two to three yards deep and in a direct line with the inside hip of his own right tackle.

The quarterback must be cautioned to pull the ball in tight against his body after the initial fake and keep it tight until he locates his receiver. If the receiver does not open quickly, or the quarterback does not find him immediately, he should look to the flat for the off-side halfback. If the halfback is not open, the quarterback should drive right back into the line.

(Continued on page 60)



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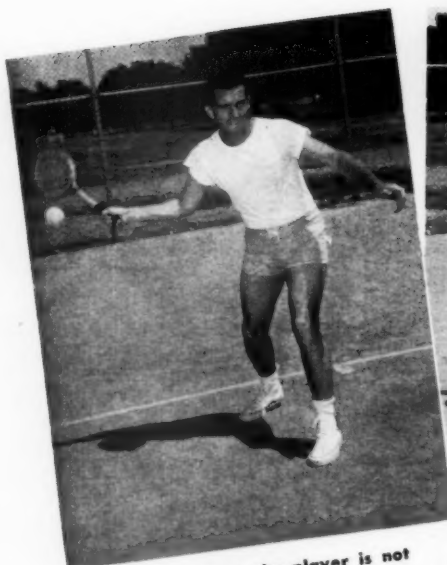
HIP PADS



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FOOTBALL PANTS



In Illustration 1, the player is not watching the ball. This fault is a common cause of errors in tennis. Notice that the player has his eyes and concentration completely off the ball.



Illustration 2 shows improper hitting position. This is another cause of error. This poor position has resulted in the crowding of the player's right arm to his body and forced him to hit from a position that is off balance.

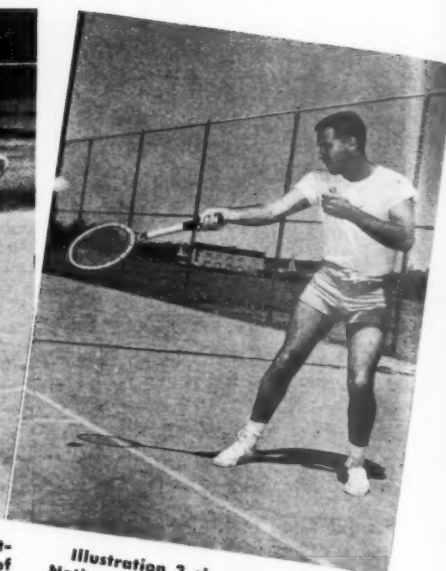


Illustration 3 shows another error. Notice that the player has not assumed a proper right angle to the net. Lack of follow-through has failed to impart proper topspin to the ball.

Self - Analysis of Tennis Errors

By **GEORGE STROMGREN**

Tennis Coach, University of California, Davis, California

"WHAT am I doing wrong?" This is a common and important question which is often asked of a tennis teacher by a player who is sometimes frustrated, irritated or concerned about a continuous process of errors in his game. It is a question that should not be avoided and must be answered promptly and properly. What are the responsibilities and implications of this question for the teacher and for the player? The problem deserves attention and consideration.

It is a well-known fact that tennis games are won by players who strive with success to keep the ball in play and are lost by players who commit the most errors. An estimated 75 per cent of the points are won or lost by errors and the other 25 per cent by passing shots. If these statements are true, then we should concentrate and capitalize on this problem of errors. What happens to the individ-

ual or what he does after making an error comprises an interesting and important study.

How many times have we seen players, upon missing an easy shot, display various forms of emotional dissatisfaction, such as voicing disgusting remarks or expressing well-known physical reactions of sulking or temper tantrums? These actions interfere with further play and take all the fun and enjoyment out of the game, not only for the player but for his opponent. If allowed to continue, some players develop a *projection complex*, which is the habit of projecting the blame cause of errors on the racket, poor balls or other equipment. These negative attitude responses can be prevented by directing the focus of attention towards the cause and prevention of errors. Thus, any effort that is put forth on this problem will aid in promoting a more efficient program of teaching. Mo-

tivating and sustaining the interest of students in learning the basic tennis skills require the use of a variety of teaching techniques and an opportunity for individuals to participate in contributing to the solution of their own problems.

First, before discussing the technique of self-analysis of errors it is important to consider briefly several other related factors which are prerequisites to good teaching. There should be mutual understanding of the nature and the role of the objectives; those of the teacher, the student, and the game. One of the primary objectives of the game of tennis is to have fun and enjoyment out of playing, and all teaching should be directed towards this end. The attainment of these objectives depends on certain achievements by the student in certain aspects of the game. This problem is closely related to the objectives of the teacher.

The individual must have good general coordination, the desire, and ability to learn the basic fundamental skills. He must experience the satisfaction of improving in skill and knowledge, and share in winning. There is no pleasure in continuous losing in any activity, especially in a highly competitive sport such as tennis. He should understand, evaluate, and control his mental-emotional actions. Control may be gained by removing, as much as possible, the self-imposed emotional stress and strain that is allowed to develop as a result of errors. Achieving control requires the directing, utilizing or guiding reactions to errors into channels for positive self-improvement.

Tennis should be an easy game to learn if the method of teaching is approached from the right direction, that is through the use of simple and understandable principles and techniques. It is easy to divide and break down the various skills into many detailed, complex, and technical factors which will tend to confuse and discourage the beginner. Individuals must realize that although tennis can be an easy game to learn it takes a great deal of time in practice, individual initiative, and study to perfect the basic skills. Many players spend years in practicing and developing individual strokes.

Of equal importance to simplicity of teaching is the application of some method or form progression in tennis lessons. In order to stimulate and maintain interest, a teaching program should proceed from one phase of the game to another in an orderly and organized fashion, and at a rate that is comfortable for the student.

Causes of Errors

Now, let us examine some of the causes of errors and see how they can be used to an advantage as a tool in improving a player's game. The type of errors referred to in this article are those which occur from an offensive position, rather than a defensive position. In other words, the receiving player has sufficient time and opportunity to get into a proper hitting position but fails to do so, or due to an error in judgment he fails to execute correctly some phase of a basic stroke. Here is the key to successful utilization of the self-analysis technique. Upon making an error the player should immediately focus his attention on attempting to determine the possible cause, and follow this up in further play with a mental-set to avoid repetition of the same error.

Some of the common errors that

GRADUATING from California, George Stromgren went on to receive his master's at UCLA and is currently working towards his doctorate at Stanford. He has served as tennis coach and basketball coach at the University of California at Davis for the past fifteen years.

can be analyzed in this approach are as follows:

Lack of concentration on the ball, not watching the ball, and eyes off the ball. There may be some question as to whether actually watching or keeping the eyes on the ball is an essential factor in the proper execution of a stroke or whether merely keeping the head and eyes down in a steady position is the more important factor. Nevertheless, there is overwhelming evidence indicating that lack of concentration on the ball will cause improper contact of the ball on the strings of the racket. This improper contact is a major cause of errors.

If we look at Illustration 1 and ask the question, *What is wrong with this shot?* we can see plainly that the player's head, eyes, and concentration are completely off the ball. The shot was missed due to this error in execution of the stroke. A good indication of the presence of this error is when a ball hits the wood framing of the racket or hits off center of the strings of the racket, which gives a weak vibrant feeling. The primary cause of this error is the player's concentrating on where he is going to hit the ball or on the position of his opponent. Such actions result in a fatal frustrating mistake, one that a player can easily detect and remedy.

Crowding the stroke—hitting off balance. This is another common error which knowledge of the symptoms can help reduce or eliminate. In observing Illustration 2 we can note several factors that result from this error in judgment. The player has taken a position too close to the ball which has caused a crowding of his right arm to his body. He is also too far forward in relation to the bounce and this position has forced him back on his right foot in an off balance position. It can be seen clearly how this error interferes with the proper execution of the stroke. Once a player learns the basic principles of good footwork and experiences the awkward feeling of this error he should soon learn to recognize and avoid this mistake.

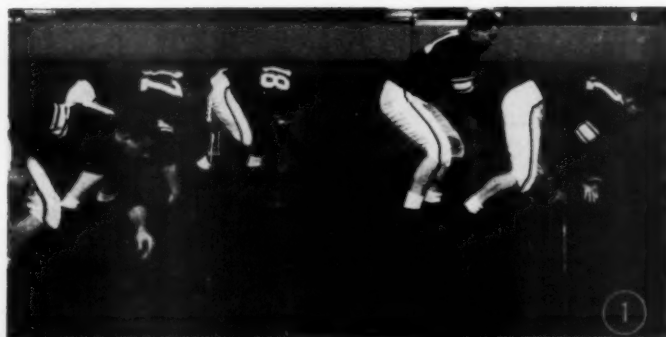
Nonshifting of weight—improper

follow-through. Even though a player has assumed a correct hitting position he may still fail to return the ball accurately, due to poor shifting of his weight or improper follow-through. Many times this error is the result of a player not taking a right angle or perpendicular position to the net, as shown in Illustration 3. Lack of adequate follow-through of the racket in the forehand or backhand drive will fail to impart to the ball the right amount of topspin which is a necessary factor for accuracy and control. When a player experiences the feel of the correct shifting of his weight from his back to his front foot, and good follow-through position of the racket, the recognition and correction of this error become a rather simple matter.

Overanxious—lack of racket control. Closely associated with and related to most of the errors made by beginners is an extreme eagerness to return the ball, and swinging too quickly or too rapidly before the player is set in a well-balanced position. This overanxious feeling may contribute to the formation of detrimental habits, such as swatting or slapping at the ball, hitting the ball too far out in front of the body or trying to kill or hit the ball too hard on every shot. Under good teaching supervision most beginners are soon able to recognize the effects of this type of error and as they gain experience and confidence these mistakes are less likely to occur.

Summary

In summary and conclusion, good tennis instruction places major emphasis on the positive approach in teaching tennis fundamentals, and the teaching of essential principles for the proper execution of the basic strokes. The primary objective of learning good performance and form is to achieve accuracy and consistency in all types of shots. In addition, it is important for the players to be able to recognize and understand the problem of eliminating errors. The enjoyment and improvement a player gains from participation is greatly influenced by how he reacts to mistakes. Finally, tennis program objectives can be accomplished best by teaching methods based on simplicity, progression, variety of techniques, and providing an opportunity for students to contribute to the solution of individual group problems. When a player has achieved competence in performing correctly the basic tennis skills and of reducing errors to a minimum, he will enjoy and receive many benefits from this fine, highly competitive sport.



THE popularity of the belly play, both inside and outside, is continuing. In the *September, 1956 issue*, we described our ideas and techniques on the inside belly play. This article will deal primarily with our thinking and basic philosophy on the outside belly play.

During the past few years we have gone through a transition period in the improvement of our outside belly play. It seems that each year the defense devises a new way to stop a coach's most successful play and it becomes necessary for him to make revisions and improvements to keep the play going, regardless of the defensive variation that has been used against his team.

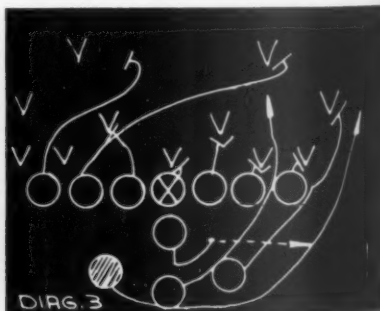
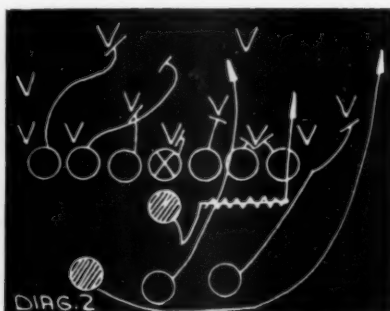
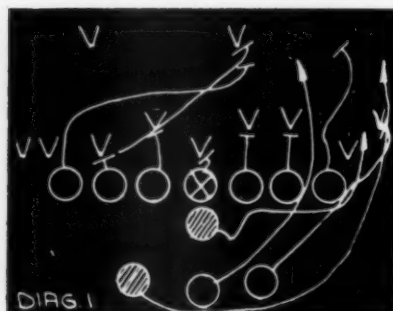
Since 1952 we have used three types of outside belly plays. Our first experience was to ride the fullback into the off-tackle hole, and then either

pitch or keep (Diagram 1). When this fake was new, we found that the defensive ends were tackling the fullback and freeing the quarterback for a true option on the corner man or halfback. As the novelty wore off, the ends allowed the inside defensive linemen to handle the fullback and then they would play the quarterback by sliding along the line or crashing and forcing a fumble or misplay by the quarterback. Until the defensive ends were coached properly we enjoyed success with this play.

This improved defensive play forced us into our second type of outside belly play (Diagram 2). It was very simple, but effective. Basically, the fullback and halfback exchanged their normal split T assignments. This exchange prevented the end from causing the confusion he had in the first outside belly. By riding the

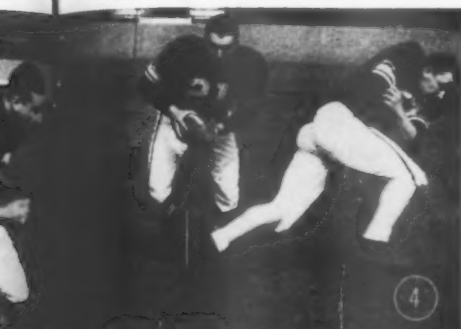
fullback into the same area as he did in the inside belly, the quarterback was able to hit three holes simultaneously. He also had more time to adjust and true option the defensive end. One other advantage was the slight delay in riding the fullback, allowing the back-side halfback to be in perfect position for the pitch from the quarterback. The front-side halfback aimed for the defensive end, bumped him, and continued on for the second man who was standing. This play was successful against a three deep or an eight-man front, but it was very ordinary against a two deep or a nine-man front. We call this play our true option belly.

Our third belly play is nothing more than the Georgia Tech belly with one simple change. We call this our finesse belly (Diagram 3). It is excellent against a three deep from



By **ARA PARSEGHIAN**
Football Coach, Northwestern University

The Outside Belly Series



ARA PARSEGHIAN turned in one of the finest coaching jobs last fall when he took over a team that had failed to win a game the previous year and guided it to a fifth place finish in the Big Ten. You will also want to read his article on the Inside Belly Series in the September, 1956 issue.

regular formation, and is good against a two deep with a flanker or wing. We run it by leading the front-side halfback.

The belly we plan to describe in detail is our second type of belly play. The accompanying sequence pictures show very clearly what we are attempting to do. We will discuss the techniques and assignments of each back, and try to coordinate them by pointing out the various techniques in the illustrations.

The action of the quarterback is basically the same as it is in the inside belly. We are running the play to the

right. The quarterback opens up with a front pivot, which means he steps out with his right foot and brings the ball back as far as he possibly can toward the fullback. Then he places the ball in the fullback's stomach, riding forward with him with an arm and shoulder ride, and taking a short position step with his front foot which, as shown in the illustration, is his left foot. The weight shift from his back foot, or right foot, to his front foot, or left foot, is very important in the ride. From this position the quarterback continues down the line of scrimmage under full control, focusing all of his attention on the defensive end. An important coaching point is to make sure the quarterback watches the defensive end after he touches the fullback with the ball. The usual manner of optioning the end can be used.

The fullback employs the same technique he used for the inside belly, a high rise to avoid knocking the ball out of the quarterback's hands, a soft smooth fold over the ball, and driving into the hole with his shoulder square. In the side view, notice the high rise of the fullback's arm, forming a large pocket for the quarterback to place the ball into. In effect, the fold over from the high position gives a very obscure view to the linebackers who are attempting to diagnose the ball. The ball is well camouflaged and we feel this technique has improved our belly play. The quarterback and fullback must have a common exchange point because the guard split will vary, according to defensive alignment. Consequently, the quarterback and fullback both key off the offensive guard. The fullback aims for the outside leg of the guard. The quarterback, in turn, adjusts his first step, depending on the split of the guard. The importance of the fullback's fake downfield can never be minimized. He must drive forward and continue on downfield as far as he can go. The better the fake, the more success can be expected from the play.

The front-side halfback or right

halfback aims directly at the defensive end, bumps him, and then slides off to block the second man who is standing. This maneuver has an advantage and a disadvantage. The advantage, of course, is the fact that a crashing end is delayed and the quarterback is given more optioning time; the disadvantage is that, in most cases, the halfbacks are not as good blockers as the fullbacks and a weak blocker is taking the second man who is standing.

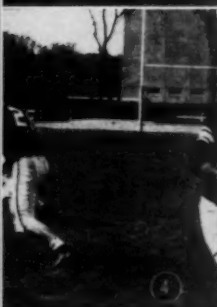
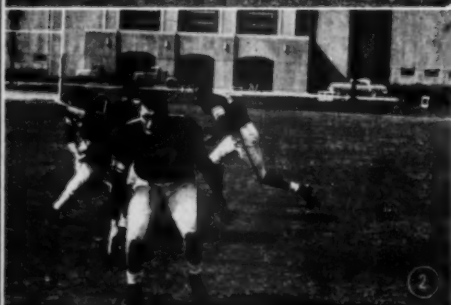
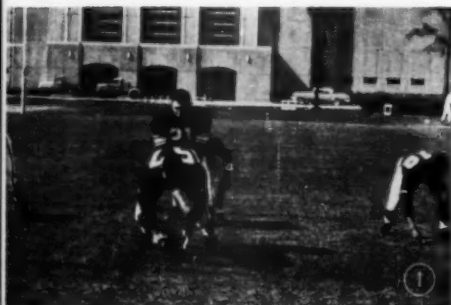
The left halfback uses a cross-over step and gets very slight depth. He focuses all his attention on the quarterback and tries to get slightly ahead of the quarterback so that the pitch from the quarterback is more towards the flag or sideline rather than to the opponent's goal line.

As we mentioned previously, this belly play is a very simple one and, in reality, the halfback and fullback exchange assignments from the true split T option. However, in this maneuver two very important advantages occur: 1) the quarterback is automatically brought under control because of the delay involved in the fullback ride; and 2) the left halfback has an opportunity to get in front of the quarterback to make a pitch.

In the picture sequence, side view, the viewer is the defensive end who is being optioned by the quarterback. In this illustration, it will be noticed that the left halfback is slightly ahead of the quarterback at the completion of the ride with the fullback.

In the quarterback keep, the same backfield action or sequence is taking place except that the quarterback is keeping the ball off-tackle rather than pitching it out. Notice the fake of the quarterback and the planting of his right foot for driving into the keep hole.

All the techniques and coaching points we have described by position are quite apparent in all the series illustrations. This backfield action can be combined very nicely with a pass and counter, and may develop into a very effective but simple offense.





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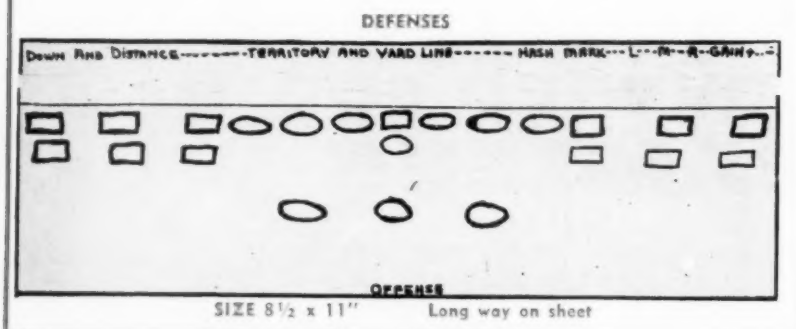
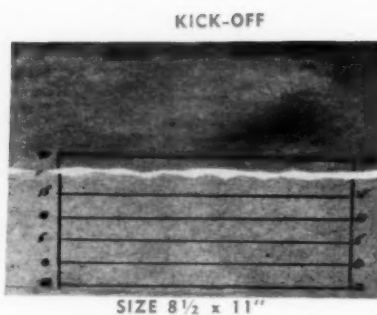
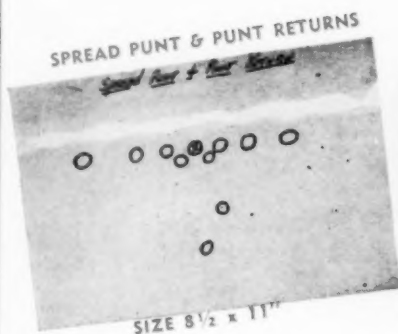
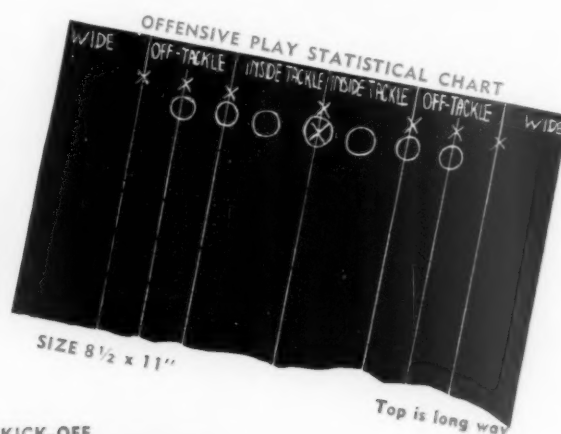
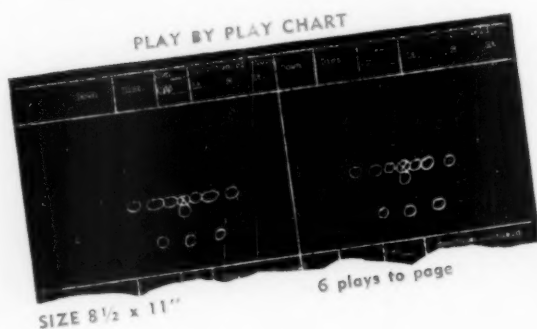
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THERE is more than one way to win a football game. Some coaches feel that offensive strategy assures the victory; others just as definitely believe the defensive play is the determining factor in winning games. However, one phase of the game, if it is used properly, could help to win football games. This phase is scouting. As scouts for the Chicago Bears, as well as our own college team, we have long recognized the importance of scouting in the winning of football games.

Over the years, we have learned and developed many scouting techniques that we feel are an invaluable aid in this phase of football. We would like to pass on this accumulated information in the hope that other coaches will be helped.

Because it is impossible for one man to see and report every phase of today's complex football game, the coach should not attempt to scout his opponents alone. If there is an assistant coach on the staff, he would be the best individual to assist in the scouting. However, should there be a one-man football staff, then an assistant scout could be developed from the players on the team, the football student managers, teachers on the staff who have a knowledge of football and who are interested in helping, or from among former football players who are living in the vicinity of the school.

A number of different scouting forms are used in a scouting report; however, we have found those which accompany this article suit our needs the best. At the beginning of the football season it is advisable to pre-

(Continued on page 51)

Football Scouting Techniques

By **JOSEPH VERDUCCI**
Head Football Coach, San Francisco State College
and **VICTOR ROWEN**
Line Coach, San Francisco State College



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LAST fall we noticed that many T formation teams were using single wingback blocking and a number of them were in this formation part of the time. Others shifted completely to the wingback style of attack. It is our opinion that more coaches will use this formation next fall.

When teams are using a straight T formation with their three backs in line, the defense has usually been meeting them with a 5-4-2, a 4-5-2, a 6-3-2 or a 7-2-2 defense. In all of these defenses the linebackers usually played so close to the line that they were actually a part of it, and in a poor position to cover passes over the middle of the line. In the straight T

they can go down the field for passes, or where they are in good position to handle the tackle on the two off-tackle plays to the strong and weak side. They can also cross-block on the defensive guards.

Another important reason for a wingback is the fact that coaches are looking for diversification in their offense and are beginning to realize that the single wingback style of play offers a more versatile style of attack. This offense does not require team speed especially in the backfield which is a must for the successful operation of the modern T formation.

It looks now as if the T formation has had its day, and the offense of the

right end on the offensive team and Ralph Lathrop was at left tackle on the defensive team. On a shift to the right on a called off-tackle play, Kelleher shifted out to flank the tackle, but Lathrop shifted beyond his outside shoulder to a position where he could not be blocked in. That move stopped all attempts to run the play. Then Rockne, who was an end in his college days, took Kelleher's helmet and stepped in to play right end in order to show Kelleher how to block on the off-tackle play. Lathrop shifted even wider and still messed up the play. Rockne realized that a change in offensive tactics was necessary. He dropped back and whispered to the quarterback to run the quick-opening play with the quarterback giving the

Your Offense Needs a Wingback

By CHARLES W. BACHMAN

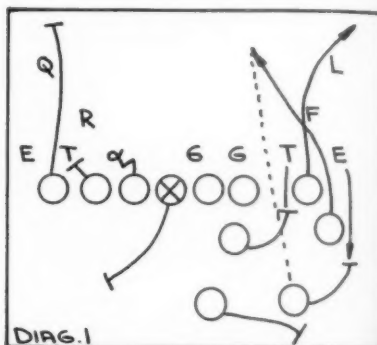
offensive setup only two pass receivers are in position to release quickly for passes and they do not present any particular problem to the defense. The quarterback, delayed by handling the ball from center, finds himself hurried by the defense when he is ready to pass. Only a few of the T formation teams which employed the single wingback variation last fall used the old Notre Dame 54 pass. This pass play, which was used for the first time in the 1915 Notre Dame-Army game, has always caused trouble when teams were setting up their defense without a safety (Diagram 1).

For a long time the professional teams have recognized the necessity of having a halfback up close to the line to give them a third pass receiver in position to break down the field quickly for passes. They say this man is in the *slot*. The inside wingback in the single wingback formation is also in the *slot*. From this position he is a screened receiver who can also break down the center of the field or go out into the flat zone for passes. He is in position where he can participate in other plays as a blocker, runner or passer. We believe that the ends should also be kept in close where

future will be the single wingback formation. Some ideas will probably be borrowed from the T which are adaptable to the wingback style of play or the T formation with the quarterback under center featuring a winged off-halfback placed either inside or outside the end, similar to the Iowa variation of the T.

Napoleon once said: *God is with the army that has the heaviest artillery.* In a football sense He has always favored the teams that have the best tackles. This is understandable when we realize that the tackle positions are the ones over which the traffic is the heaviest. In fact, in a single wingback formation, offensive strategy has always been based on getting the off-tackle play to work. It is the strongest play because the point to be attacked can be reached quickly with a mass of interference. There is only one way to get outside of a tackle and that is by running plays to his inside until he becomes inside conscious.

We recall a scrimmage at Notre Dame in 1914, when Knute Rockne was serving his first year as an assistant coach, which demonstrated the strategy behind the Notre Dame theory of offense. Bill Kelleher was at



ball to the fullback inside of the tackle. That did it. After three successive inside of tackle plays for good yardage, Lathrop moved in and Rockne blocked him in when the off-tackle play was called. In those days Notre Dame depended on the strategy of the quarterback to keep the defensive tackle in position where the end could block him in, rather than send the wingback out wide to help the end on the off-tackle play. All of the running and most of the passing plays are stronger when they are run from an inside wingback position.

Bernie Bierman, who made football history at the University of Minnesota in prewar days, when lecturing to a football class at the University of Florida last fall said: *A study of motion pictures of our games showed that on our strong-side off-tackle play, the tackles were usually made by the linebacker or some lineman who drifted to the play from the inside, not by the defensive tackle who is usually expected to make the tackle. Certainly the quarterback can better his chances of getting outside the tackle*

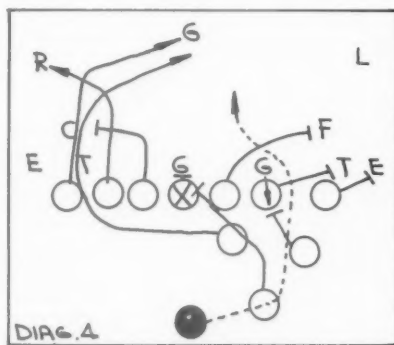
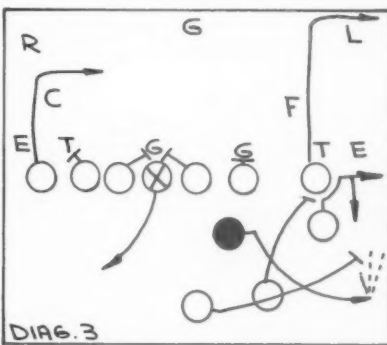
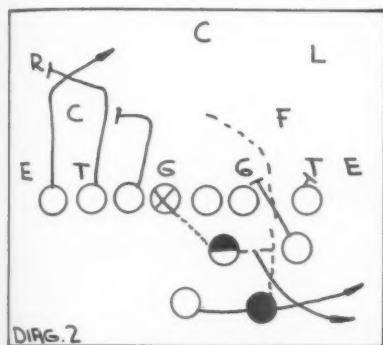
if he will educate the defensive tackle properly by running his two strong inside of tackle plays frequently.

When the wingback is playing inside the offensive end, he is a screened receiver and is in position to dart down the field or go out into the flat zone for passes. These are among the best passes in football, especially if they appear to be regular running plays. The wingback is also in position to block the end out of the off-tackle play or to block him in if he shows a tendency to crash. From the inside wingback position the halfback can meet a defensive end quicker and block him more effectively on these plays than can a quarterback or a guard who is coming from an inside position farther away. This arrange-

quarterback. The offense can be set up to use a combination of these methods of ball-handling. For example, when the quarterback is playing in the seam between the strong-side guard and the tackle, the center can pass the ball to him with his far hand on a one-handed push pass. The ball can also be passed directly to the fullback who can keep it for line plays, or he can hand it off to the quarterback on the buck lateral series of plays. Almost without exception the same plays can be run from the single wingback formation if the quarterback initiates the ball-handling to the fullback, or if the fullback receives the ball from center and keeps or gives it to the quarterback (Diagrams 2 and 3). Adjusting the offensive plays

fense could usually key their linebackers on the offensive quarterback who invariably led them to the point of attack. If the fullback is used to hit the line, or is used as a threat at the line on most of the plays when he is not carrying the ball, then he can be used as a blocker ahead of the ball-carrier. Under these conditions it has been possible to design some of the plays to send the quarterback in a direction away from the final point of attack to mislead the defense (Diagrams 4 and 5).

With the inside wingback, a team can vary its offense to take advantage of the effective blocking of the old Notre Dame off-tackle play, the end run, and the running pass to the quarterback in the strong-side flat



ment will permit the use of a smaller player of the present T formation type to play the quarterback position. Also, the wingback is quickly available as a valuable blocker on plays to his inside and as a ball-carrier and passer on plays to the weak side. From this position the wingback does not have to be in motion before the ball is snapped.

When the backfield is in a single wingback formation, the ball can be passed directly to the tailback or fullback, or it can be handled by the

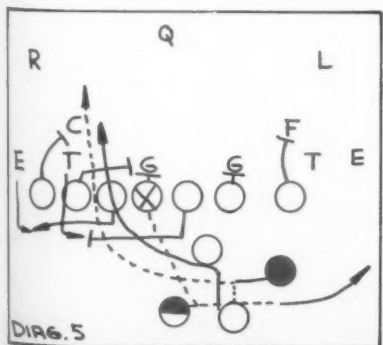
from the T to the wingback formation is not difficult. The threat of the fullback at the line places pressure on the linebackers as well as on the linemen.

One of the defects of the old single wingback formation was that the de-

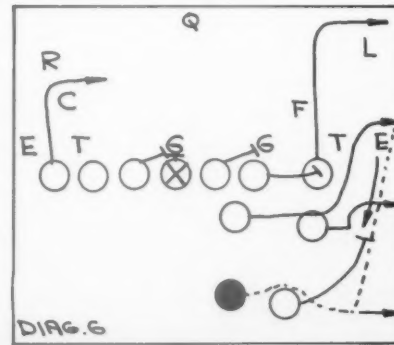
zone (Diagrams 6, 7, and 8).

We feel that one of the outstanding jobs of college coaching last fall was done by Forest Evashevski at the University of Iowa. Due to important losses from the 1955 squad, Iowa was predicted to finish in the second division in 1956. However, early in the fall it was reported from Iowa City that Iowa might come up with a surprise. They surprised everybody by winning the Big Ten championship and ending their season with a vic-

(Continued on page 37)



WITH the trend growing back toward the single wing, we thought it would prove interesting to have an article on that offense and to show how the modern single wing evolved. We could not think of a better authority than Charlie Bachman, who in his coaching days had highly successful careers at Kansas State, Northwestern, Michigan State, and a period of wartime coaching at Camp Grant. Bachman is no longer coaching. He is retired and lives in Florida. As this article will attest, he is a keen student of the game.





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Vol. XXXVII

May, 1957

No. 9

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The Future and Baseball

IN the February issue, we commented upon the problem confronting collegiate baseball; namely, the action of professional baseball in rescinding the College Professional Rule. This rule, in effect, prevented a major league club from signing a college player after he had reached his sophomore year.

Philip Theibert, baseball coach at Hiram College, sent us a very interesting slant on the problem which we do not feel has been considered by either the college or professional baseball authorities. His views follow:

"With a minimum of cooperation and a little patience on the part of the professional and college groups there is an inevitable situation developing that would benefit all concerned. In attempting to realize the situation, we must digress to the problems facing educators on the university level. Due to the expected influx of students in the next fifteen years it is now realized that we must have more facilities for higher education.

"This expected surge in enrollment is based in general on three items — increased birth rate during the years 1940 to 1956, our economic structure, and the advantages of a college education. To accommodate the increasing number of students there are several possible solutions which come readily to mind — build new institutions, enlarge present facilities or make better use of the present facilities.

"The final solution will undoubtedly be a combination of the three. Probably the most widely used plan will be to make better use of present

facilities. How much the facilities will be used depends upon the student increase. This increase is predicted to 103 per cent which is 192 per cent over the 1954 figures and will reach a figure in excess of 7,000,000.

"In addition to the facilities problem, colleges today face a series of financial difficulties. There is national concern at this time about finances, and the problem is being studied by groups of educators. One idea put forth as a means of easing the situation is use of the academic plants during the summer. The most economical time of the year to operate the physical plant is during the summer, and possibly this plan would provide an institution the opportunity to balance the year financially.

"A problem arises concerning a change in the academic year which would probably function more easily on a quarter system. Of course, the major difficulty is the idea of change — a break from the traditional summer vacation. There are many who feel that the demand of numbers will force this change from an academic angle.

"Baseball could become very important to the institutions as a selling factor, a morale factor, and the focal point of the athletic setup. Professional baseball should enter the picture at this point. Rather than spend their time, efforts, and money signing boys off the campus, the professionals would be money ahead if they backed a definite program and backed it with as much interest, money, and prestige as possible. A good prospect could receive a college degree in three years. By starting college during the summer after he graduated from high school, a boy would be eligible for professional baseball during what would normally be the summer of his junior year. A draft arrangement, similar to the draft of professional football, would cost the clubs practically nothing. Therefore, the boy would be drafted at the end of the summer of his sophomore year.

"Through the use of the quarter plan or the Hiram single course plan, there would be several possibilities of playing baseball and receiving an education. The draft could be set by class, semesters or academic hours. If done properly, it would act as an incentive and prestige factor to the boy and to the institution. Schedules of 50 games could be arranged with an additional 15 in the spring being used for training.

"Unquestionably, the large minor leagues will remain alive. The smaller towns, usually the lower classification of leagues, with radio, television, and today's economical structure in the picture, are unable to make minor league ball a reality. As stated in the editorial, minor leagues have dwindled from a high of 59 to 28. To compensate for this loss there are 600 potential college teams."

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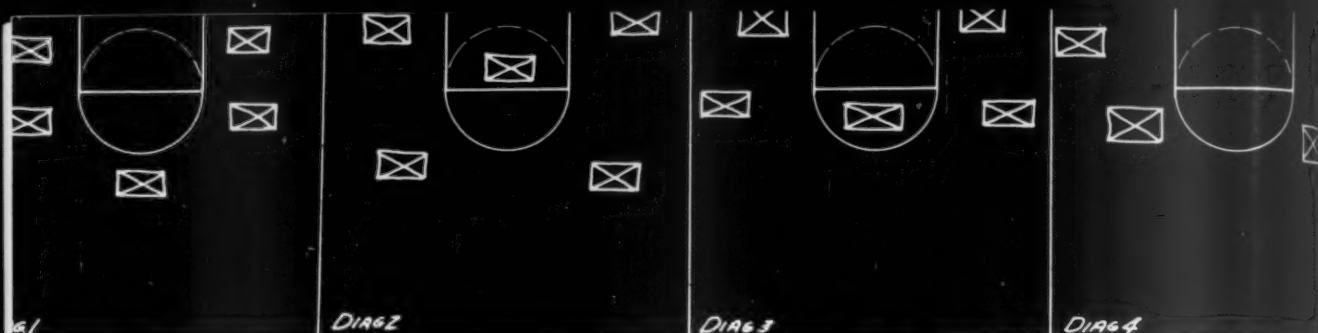
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AJ 5-57



Defensive Counters for Standard Offenses

By JOHN TOOMASIAN

Assistant Basketball Coach, Fresno Junior College, Fresno, California

LIKE most coaches, we never feel optimistic about any coming basketball game; moreover, we are never confident that the scouting reports are foolproof; never sure of the best offense or defense to employ; never satisfied that our practice sessions were complete; and, as most coaches, we are never positive that our players are ready. All this pessimism reaches a point of culmination in the tense, last-minute pre-game instructions in the locker room.

Pre-game jitters, or nervous anxiety, is felt by all coaches who must eventually face the reality of, *if we aren't ready now, we'll never be!* Once the referee puts the ball into play, it is too late to wonder if everything was covered.

We play each game as it comes, and the twin factors that comprise basketball — offense and defense — have been considered proportionally. Although there is no standard gauge to determine the amount of time to spend on offense and defense, we have been able to standardize a few defensive variations to cope with specific offenses. Being staunch advocates of the philosophy that, *a team can be cold offensively but there is no excuse for being cold defensively*, we devote considerable time to defense in our practice sessions.

We make a concerted effort to develop defenses that best counter or correspond to specific basketball offenses. Since the type of defense used generally determines the type of offense that will be used, we have found that adjustments in basketball must be made just as specific moves are made in a checker or chess game where each opponent attempts to defeat the other by checkmating, stalemating or sacrificing one to get two.

Because most defenses are either

zone or man-for-man, it becomes mandatory for coaches to devote a great deal of practice time to offensive patterns that best fit the type of defense employed. Moreover, the amount of time spent on offense is determined by the variety of zones or the type of man-for-man defense that is used — pressing or sagging. The time factor frequently relegates the development of fundamentals and skills to unlimited offensive patterns which are given preference by the coaches. In the end, the individual skills needed to penetrate both man-for-man or zone defenses are neglected.

Basketball scouting by coaches is considered to be a *must* today; the reason is obvious. The opposition must be scouted for both strengths and weaknesses in offense and defense. Since the purpose of this article is to outline specific defenses for standard offenses, concentration will be placed on the defensive factor in basketball.

We have divided the article into two parts: first, defenses for given man-for-man offenses; and, second, defenses against zone offenses. According to this breakdown, it is apparent that we are

disciples of the theory which advocates the development of more than one type of defense rather than developing one specific defense and using it all the way. Since we would rather *surprise* than *be surprised*, the logic behind our theory is merely that one defense (zone or man-for-man) is not a true skeleton key to repulse the various offensive alignments and patterns we meet. Instead, we have found that some defenses serve as pronounced buffers to prescribed offensive movements. These, as will be noticed, require very few changes or radical adjustments.

Defenses for Standard Man-for-Man Offenses

Three of the most typical man-for-man offenses a team will face are as follows: 1. Weave around the single or double post. 2. Double post with three out and two in. 3. Single post with four out.

Defensing the Weave

Basically, the purpose of the revolving style of the weave is to keep the ball moving long enough either to find an opening to drive toward the goal or to capitalize on any defensive mistake that is made. It is our feeling that sooner or later a good weaving team will handle the ball well enough either to drive through the defense or force the defense to back up enough to get a close shot. In either case, the defense is vulnerable.

Rather than gamble by switching or following the weave tightly man-for-man, we have found that the most effective checkmate for any weave is an automatic zone — any zone. Diagrams 1, 2, 3, and 4 show the most common zones used today, that is, with some reservation. The defensive bal-

JOHN TOOMASIAN played one year at Illinois before the war and continued his education after the war at Fresno State College where he played under Harold Beatty and "Dutch" Warmerdam. He has spent three years coaching at T. Roosevelt High School in Fresno where his teams have won 55 games and lost 16. At present Toomasian assists Joe Kelly at Fresno.

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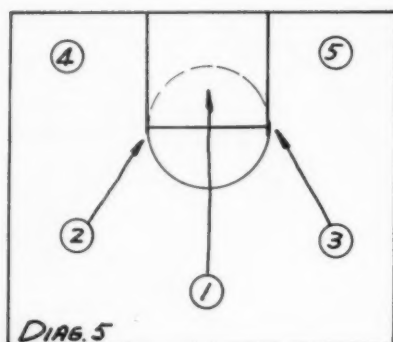
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ance of any of these zones can stalemate any offensive thrusts of the weave. Furthermore, the ball must be handled and shot around the outside peripheries of the scoring area.

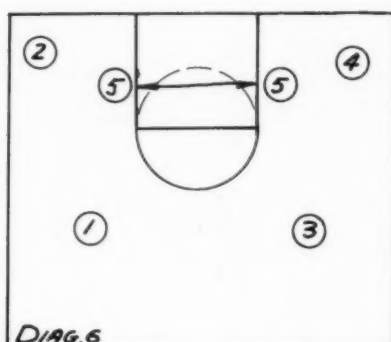
Defensing the Double Post

When the zone makes the weave look useless, it is only natural that the team automatically make changes in its attack. If the three-out and two-in attack is used with a wide or deep, high or low, double post, rest assured that such an offense is generally built around two tall players who can control the boards and three smaller players who are good ball-handlers and outside shooters. Passing, screening, and cutting into the key are the primary objectives of this offensive alignment, as shown in Diagram 5. Against a tight man-for-man, this offensive alignment not only provides good floor balance, but it provides plenty of space for individual initiative, continuity of movement, rebounding strength, and defensive security.

The best way to checkmate the three-out and two-in offense is to cut off its main artery and life line — the key. There are two alternatives that can be employed: either zone the three-two, or use a sagging man-for-man defense. If the former is disliked, then use the latter alternative; however, since we have successfully checked this offense with a sagging 1-2-2 zone, the proximity of players to the offensive balance is the key buffer. Notice that if the defensive balance shown in Diagram 1 was imposed on the offensive balance of the three-two (Diagram 5), no immediate pass or screen would impair the solidarity of the defense around the key. Further, the 1-2-2 zone is so well planned that from their very positions the players can shift to a sagging man-for-man, depending on which would best cope with the existing conditions.

Defensing the Single Post

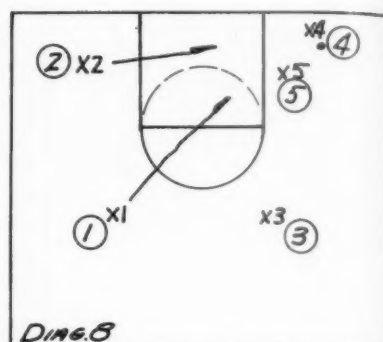
The single post with four out (two guards and two forwards) propor-



tionally balanced around the post is traditionally the most common type of man-for-man offense used. Primarily, this is due to the fact that most high school teams manage to have one or two tall players who can handle a single post position. The offensive balance (Diagram 6) clearly shows the guards, O1 and O3, and forwards, O2 and O4, equidistant from the center post, O5, making the center the focal point upon which most of the patterns of offense will generate.

Any one of these outside players can screen and cut, give and go, or weave with each other, but, sooner or later, they will probably use the center as a focal point by passing and cutting off him. Again, there are two possible checkmates that can be used. These are based on either the man-for-man defense principle or the zone. In the former, by sagging the defense, man-for-man, the farthest off-side player, X2, in Diagram 7 (off the side of the ball or diagonally across from the ball), can sag behind the post and enable his defensive center to guard the offensive post by playing in front of him. Good timing is compulsory, but it can be achieved. In the end, any direct pass to the center, O5, from O3 is cut off by the defensive center. On the other hand, any lob pass over the head of the defensive center is covered by the sagging off-side player, X2.

In the event the ball is moved from O3 to O4, both off-side defensive play-



ers, X1 and X2, sag off into the key as shown in Diagram 8. Notice that X5 overplays his defensive post position to prevent any pass from the offensive forward, O4, to reach the focal point of the post.

If the coach chooses to employ a zone, the most common of zones, the 2-1-2, shown in Diagram 2, provides a proximity to the single post offensive attack as indicated in Diagram 9. This zone defense would be unparalleled if the offensive team used either or both a weave and a set pattern off a single post.

The caution exercised by two players engaged in a game of checkers continues in basketball. Surely any of fence-minded team will make adjustments or changes in retaliation; therefore, it must be understood that even though all the man-for-man offensive patterns shown thus far had corresponding zone defense counter moves, this does not imply that any one of these counters is a definite stalemate.

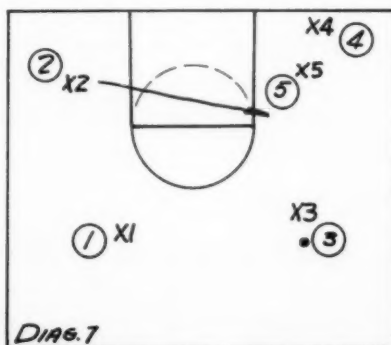
Defensing the Zone Offense

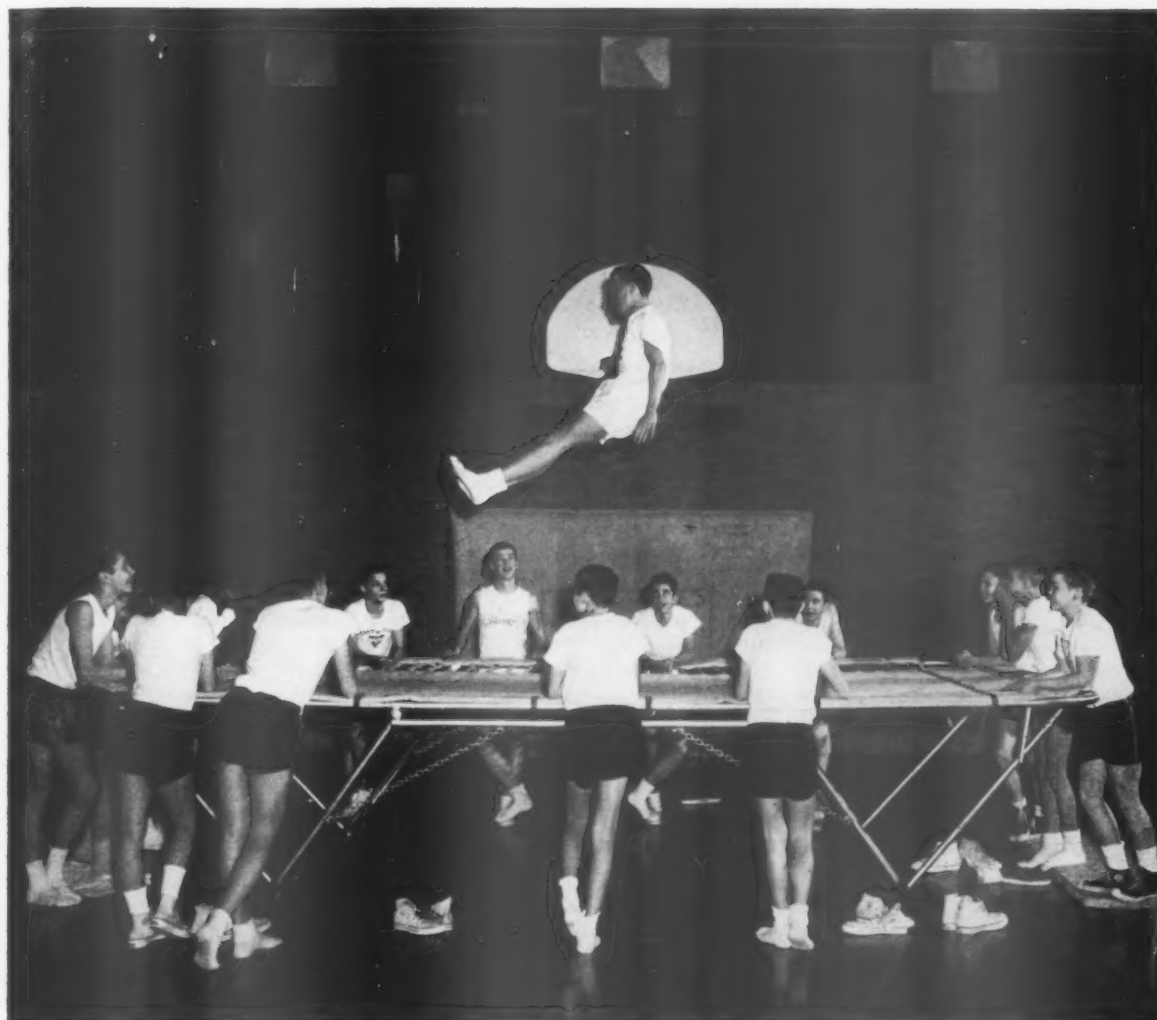
No basketball coach will deliberately watch a zone defense make his man-for-man offense look impotent without countering with a corresponding zone offense that would penetrate the existing zone defense. Regardless of the type of zone offense attack used, a zone defense has the advantage of knowing that there are proportionally less offensive zone patterns that can be used in comparison to the many offensive patterns that can be employed. Furthermore, a team using a zone defense can safely assume that a 1-3-1, overload, or a combination of both will be used more than 75 per cent of the time.

Defensing the 1-3-1 Zone Offense

Diagram 10 shows the offensive balance of the 1-3-1 against the defensive alignment of the 2-1-2 zone. There is little question that all of the players in the 1-3-1 except O5 have split the defense well in establishing the most

(Continued on page 42)





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THE majority of tests in physical education activities can be scored objectively but through years of experience we have found that the activity of golf can be more fairly scored by subjective judgment. We have taught golf for several years because it is a required subject for all undergraduates in the service program at the University of Hawaii. During that time we have experimented with countless objective tests but found that time never permitted the goal to be reached. That goal is an accurate yardstick which can be used in grading large classes during fifteen or sixteen hours of golf instructions. By the use of a subjective rating scale we are sure that more time can be devoted to instruction of the students.

Content of Course — Allotted time: 16 hours. Meets 2 hours per week. To conserve time and because group instruction in golf is not a strenuous activity the dress for students is optional. History, terminology, rules, scoring nomenclature, etiquette, visual aids, 4 hours. Fundamentals of stance, swing, and grip (hit cotton or plastic balls), 3 hours. Wood play (hitting in cage), 3 hours. Iron play (pitch, chip, and trap play — hitting on range), 3 hours. Putting, 1 hour. Playing on miniature course, 1 hour. Final examination and critique, 1 hour.

The skill grade is explained to the students at the first meeting and they are free to examine their grades throughout the course. We have found it helpful to have the students grade other students subjectively while they are hitting. It is remarkable how consistent the scoring grades have been over a period of years. In other words, it is rare when the majority of students rate a person differently from the instructors.

The following material is from a manual of instructions that we have prepared for graduate assistants who are helping teach and for the students in an attempt to arrive at a more uniform system of grading regardless of who is teaching one of the several sections of golf that is offered every semester.

Persons administering the tests should endeavor to secure the best effort of the performer, without conveying a feeling of extreme competition. However, the performer should feel a sense of self-competition. The individual who is taking the test should not be pushed to the point of fatigue or strain. The examiner should permit sufficient practice before scoring to give the performer familiarity with the activity and a clear understanding of what he is expected to do. The ex-

aminee should not be trained for the final test. It is a measure of skill that is being graded, not the training for a specific event.

The majority of tests can be scored objectively, but the activity of golf involves the use of subjective judgment. In this test a specific scale for subjective judgment is listed to augment the general scale of subjective judgment. Both scales should be read by the examiners to give proper focus to the subjective scoring scales in an attempt to secure consistent judgment by persons who are qualified to judge.

The following scale has been devised in an attempt to secure reliable and consistent judgment. Many studies in the field of psychology have shown that, for all practical purposes, human judgments are almost as accurate as measurements. Through years of grading activities, we have found the subjective judgment of experts to be extremely reliable and valid. It seems logical to use an analytical method to determine the rating, but the time factor makes this very difficult in judging a dive, a golf swing or a stunt in tumbling or apparatus. The mind does analyze the situation,

but too quickly to be able to record a definite value for each component.

When the dive is finished or the swing completed, there is no concrete trace left, nothing that can be accurately defined, nothing but an impression or mental picture. This impression must be evaluated immediately because it will begin to fade at once. One can analyze a painting or statue slowly; human action must be judged almost instantly. The experienced judge records in his mind, while the skill is being executed, a classification of superior, above average, average, below average or inferior. If necessary, he converts this impression into a letter grade for scoring or grading the performance. The limit of any scale which the average person can comprehend is five divisions or gradations. Experienced judges record their total first and then split the total in order to comply with the rule when a breakdown of the performance is necessary. This is the best they can do as it is a difficult matter to establish relative values accurately.

A swan dive, a chip shot, a spiral punt, a pivot shot or a kip on the high bar requires a considerable skill, kinesthetic sense, and intricate mental concentration and is therefore scarcely measurable. It approaches the artistic and should be judged as a whole. It is the Gestalt that we are attempting to capture. The following scale and the specific scales for each of the activities which require a subjective rating are not to be considered as rigid or iron-clad restrictions that the judge must follow to the letter. Rather, it is a flexible guide that should assist only in arriving at a more uniform judgment by different examiners.

General Scale for Subjective Judgment

Ability Description	Point Value
Superior	9-10
Letter Grade	
A and A+	

(Continued on page 46)

Grading for Golf

By DR. ALVIN C. SAAKE

Chairman, Department of Health and Physical Education,
University of Hawaii

ALVIN SAAKE graduated from Ithaca College in 1937 and in the next five years won 172 games, lost 48, and tied 5 while coaching football, basketball, and baseball at Horseheads, New York, High School. In 1946 he returned to his alma mater after serving four years in the navy, and the following year he joined the staff at the University of Hawaii. In 1954 he gave up all coaching to devote full time to his duties as chairman of the Department of Health and Physical Education.

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A PROPER concept of athletics and their role in the education of youth is basic to the development of an understanding of the relationship that should exist between coaches and officials. It is also important to recognize the unique roles that coaches and officials play in this specialized process of education. Once a recognition of these roles is visualized, then it is possible to discuss in an enlightened manner the procedures that coaches and officials can utilize to better carry out their roles. In this framework it is also necessary to consider the athletic director and the techniques that he may employ to make it easier for coaches and officials to do their respective jobs effectively. The ultimate result would lead to better coaching and better officiating as well as to better relationships between coaches and officials. These in turn would further enhance and strengthen the educational values of school athletics.

School Athletics and Education

Just what is the fundamental relationship of school athletics to education? Are school athletics education or entertainment? The answer is obvious. Everybody wants school athletics to be educational, but many also demand that they be sponsored for the entertainment of the spectators. However, it should be remembered that whenever an athletic event neglects or loses its educational significance there is no reason for it to be included in the school program.

Do school athletics need to be amateur in order to be educational? Of course, they must be. However, everybody wants schools to promote amateur athletics, but many also desire a professional performance.

Is the win-at-all-costs ideal an enemy of school athletics? It most certainly is. In fact, this ideal is at odds with the very framework of social morality which guides people in the democratic way of life. It is also a fact that the public is always interested in the final score, but is seldom concerned with how the boys played the game or how the crowd behaved. If this false philosophical principle of the ends justifying the means is allowed to run unchecked, it will become like a Frankenstein monster ready to turn and vent its most violent fury upon its creators and most avid supporters.

In our society today, we are committed to the philosophy that athletics are an integral phase of education. In such a philosophy the following points are important:

1. The purpose of athletics must

always keep in step with the purposes of education.

2. School athletics are sponsored primarily for the participants, not the fans, the coaches, the officials or the school.

3. Winning is not all-important, since a team that wins its fair share of games over the years will only break even. On the other hand, instilling the spirit and the will to win is all-important. The overriding principle is that this desire to win should always be kept subservient to the fundamental code of the sport and to the ethical code of sportsmanship. The founder of the Modern Olympic

tors must never yield to pressure for complete lay control of the school athletic program.

Unless school athletics are rigidly controlled and carefully supervised, there is present at all times an inherent danger that the educational value of athletics will be diminished and athletics will eventually lose any semblance of education. It seems ironic that the first argument used to advocate athletics in schools is now being used in turnabout fashion to curtail them. The early supporters of school athletics maintained that they were a safety valve for the release of pent-up animal spirits in growing

Relationships Between Athletic Officials and Coaches

By RICHARD J. DONNELLY

Associate Professor of Physical Education, University of Minnesota

Games, Baron Pierre de Coubertin, has most aptly phrased this ideal in words that have been immortalized and which will continue to endure as long as the Olympic flame burns: *The important thing in the Olympic Games is not winning but taking part. The essential thing in life is not conquering but fighting well.*

4. Athletics are only one of many vehicles for educating boys and girls. As such they are liked by some and disliked by others.

5. There are many athletic sports and no one sport should be purposely built up to overshadow and exclude others. Every school should promote as many sports and as many teams as it possibly can. This is in accordance with the psychological principle of individual differences, one of the most important characteristics that has distinguished American psychological thought from European.

6. To make reasonably sure that the educational objectives are most effectively attained, it is essential that professionally trained leaders be given charge of the athletic program. Lay leadership may function in an advisory capacity, but school administra-

boys. Athletics were supposed to curb juvenile delinquency. In recent months, athletics have provided an opportune setting for the promotion of delinquency in a few of our large cities. The situation has become so serious that some schools have discontinued night football, in some cases even night basketball, and have reverted back to afternoon contests.

Role of the Coach

First of all, the coach is a professionally trained teacher. Secondly, he is a professional specialist whose duty it is to teach his boys not only how to play, but also how to win with humility and how to lose without rancor. It is his duty to teach his boys to have courage and to do their best at all times, to control their emotions, and to be gentlemen in all situations no matter how trying. It is a coach's duty to instill in his boys a desire to win in accordance with the letter and spirit of the rules of the game and not at all costs.

The coach occupies a position of strategic influence. He is the leader who should set the example for his boys, his school, and his community.

He is a living example for all boys and young men in his community.


Role of the Official

The athletic sports official is an honest, impartial judge whose duty it is to see that the game is played according to the rules and to see that no team or player secures an advantage by violating or circumventing any of the rules. His role is secondary to the game. It must be assumed that he is honest and also that he may make mistakes. Everybody makes mistakes — doctors, lawyers, engineers, teachers, businessmen, coaches, players, even officials. There are probably very few officials who can say that they have not made mistakes on rules and rules interpretations at some time in their officiating careers. But they are honest mistakes. We believe that today officials are making fewer such mistakes than ever before. Credit should be given to officials' associations and officiating clinics and to the state high school athletic associations for their unceasing efforts to improve the caliber of officiating. As for judgment decisions, who can definitely say an official is wrong? So much depends upon the angle from which the play is viewed. Officiating procedures and techniques are designed so that the best all-around coverage can be given to all types of plays. Judgment decisions usually have to be made instantly and there is no opportunity to re-run the play.

The Athletic Director

It is probably safe to assume that the athletic directors who have the best records in relationships with officials are the directors who have proved to be competent in handling their jobs. The competent director does everything within his power to see that he secures the best possible officiating. Some of the procedures which he employs are as follows:

1. Provides more information about an open date other than the date only. An official should also be advised of the time of the contest, the opposing schools, fellow officials who are being contacted (if possible), the officiating assignment, and the customary fee. These additional factors may prevent an unhappy event that might otherwise have occurred. For example, an official may be able to work a night game but not an afternoon contest. For personal reasons he may prefer not to officiate games in which certain schools participate. He may have relatives in that school system or as members of the team. Or, he may not get along with the coach of that school. Furthermore, he may




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Colors: Navy, Royal Blue, Maroon, Scarlet, Cardinal, Tan, Gold, Green and Black. Size: Large only. Length: 45 inches. Weight: 3½ lbs. Length variation from standard available on special order only. List Price \$15.35. Team Price \$11.30.

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not work very well with the other officials and prefer to pass up the assignment and work with somebody else.

2. Uses written contracts for the hiring of officials. The contracts include all of the information given to the official in the initial communication as well as the location of the contest plus the names, addresses, and telephone numbers of fellow officials and the home team athletic director.

3. Sends to each official a written reminder of his contract to officiate so that it will be received about three to five days ahead of the event. The location of the contest should be made clear and if it is a difficult place to reach, directions or a diagram of how to get there should be included. Information should also advise about parking and dressing facilities. Another idea is to include a post card that can be returned by the official who indicates that he has received the reminder notice and confirms his intention to fulfill his contract. A double post card serves this purpose very satisfactorily.

4. Sees that the field or court and surrounding area are properly marked and roped off in accordance with directions in the rules books. In football the most frequently overlooked item is the failure to mark off the football field by five yard lines. Other common mistakes are poorly marked in-bounds lines, no restraining fence or rope around the field, and the coaches' and players' boxes inadequately designated. In basketball the customary practice is to neglect to provide enough clearance on the ends and sides (national standards recommend a ten-foot minimum). Also ignored are protruding objects that are not well padded. In baseball the proper marking of the three-foot line, coaches' boxes, and the on-deck batter's circle as well as markings that would facilitate enforcement of ground rules are most often forgotten.

5. Provides trained and competent assistant officials such as scorers and timers in basketball and the *chain gang* in football. The director also sees that they are on hand in advance of the contest so that they can receive instructions from the game officials. The officials should not have to hold up the start of the game or hustle around at the last instant trying to get a *chain gang crew*. Neither should they be expected to spend an undue amount of time explaining the duties to the assistant officials. These are routine duties that the competent director never fails to carry out.

6. Treats the official as his guest and proffers certain social courtesies

and amenities upon the official's arrival at the site of the contest. These courtesies include convenient parking, dressing facilities separate from coaches and players, and being available or having somebody else available to greet the official upon his arrival. He also sees that each official is provided with soap and a towel for a shower.

7. Handles pre-game arrangements in an efficient yet courteous manner. These may be summarized as follows: a. Introduces officials to the coaches. b. Introduces officials to the assistant officials. c. Provides the officials with advance information on pre-game and half-time band performances or other festivities. d. Has the necessary game equipment such as the ball, watches, whistles, and the like easily available before the start of the game. It is also prudent to have spares on hand.

8. Makes prompt payment of the fee to each official. Occasionally, it may be necessary to mail the official his check, but in such cases the official should be advised of the situation as soon as possible.

9. Gives a courteous farewell to each official as an invited guest of the host school. In extreme circumstances it may be necessary to provide an escort for the officials.

10. Rates the official's work in an unbiased and objective manner and turns this rating into the state association, if such ratings are requested.

The Coach

The competent coach is also interested in doing everything in his power to improve the caliber of officiating. A coach can materially assist in this endeavor by consenting to employ younger and newer officials in reserve and junior high school games, so that a supply of trained and experienced officials can be developed. However, it goes without saying that the coach makes his greatest contribution in this area by adhering to high standards of ethical conduct. Some of the practices that a coach must employ if he is to uphold this high idealism of athletics are as follows:

1. Avoid talking to officials during the game and between halves. Before the game he should merely extend a greeting to the officials and tell them the names and numbers of his captains. It is also good practice for the coach to introduce his captain or captains to the officials. He may, if he thinks it necessary, explain any unusual maneuvers that his team may attempt to execute. This explanation gives the officials advance warning so that they are not caught off guard by the unusual tactics. This technique is

acceptable to the vast majority of officials, although there are a few officials who resent that type of *inside dope*. On the other hand, there is nothing more irritating to an official than to have a coach advise him before a game to watch a particular player of the other team, or caution an official that the other team *has gotten away with murder* in previous games and that they *play dirty*.

2. Learn the rules and teach the players the rules. The coach instills in his players a respect for the spirit as well as the letter of the rules.

3. Does not allow the players to bait the officials. The good coach removes players from the game whenever they are baiting or arguing with officials or with opponents or teammates.

4. Instruct the players to address the officials in a courteous manner.

5. Accept judgment decisions of the officials without outward signs of emotion and demand the same of the players.

6. Permit only the captain to discuss an interpretation of a rule with the official. The captain should be instructed to do this in a polite manner.

7. Shake hands after the game with the opposing coach and with the officials in full view of the spectators. A handshake in the locker room, while commendable, is not as effective as one within sight of the crowd. Most assuredly, a handshake in the locker room is not a fair exchange for a histrionic effort by the coach when he was protesting an official's decision in front of the emotionally charged spectators.

8. Talk courteously to officials at all times. Never criticize an official on or off the record to players, the public, officials, coaches or sports writers.

The competent coach is aware that a judgment decision once made cannot be changed. He also realizes that an official who is affected by a coach's theatrical extravaganza is usually more apt to be looking for an opportunity to call a foul, on the coach, thus penalizing the team even more severely. The good coach knows that constant baiting and bickering with officials upsets the players who start fighting the officials instead of concentrating on the opponents, and sometimes even turn against the coach himself. He has learned that this type of situation creates a boisterous group of fans and lessens considerably the educational benefits of athletics. Past experience has taught the competent coach that he has the responsibility of setting the example for others by his own conduct on the bench. In the

(Continued on page 53)

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KICKING THE FOOTBALL

Punting demonstrated by PRYOR MILNOR

Kick-off - JIM HARRIS

Place kick - BUDDY BASS

Captions by BILL MURRAY and

CARMEN FALCONE, Duke Univ.

THE PUNT

Punting the football involves three separate maneuvers and two of these must be highly coordinated.

Receiving Position. The punter should stand tall, in a balanced loose position. His feet should be spread 8 to 12 inches, and his kicking foot should precede his other foot by 4 to 8 inches. The punter's hands should be relaxed and his eyes should follow the ball.

Footwork (right-footed kicker). A three-quarter stride forward and a little to the outside should be taken with the kicking foot. Then a long step forward should be taken with the left foot. Care should be exercised to see that this step is straight ahead and does not angle toward the kicking foot. The punter is now in position to bring his kicking foot into the ball. He should be sure his left foot is on the ground and that his balance is firm and secure. From this balanced position the kicking foot should come into the ball firmly with the toe pointed down and straight ahead.

Handwork. It is important that the ball be held in such a position that it can be dropped clearly and with no resulting motion. Both hands are used and pulled sideward away from the ball. The ball should be pointed inward slightly. We cannot describe the precise moment for dropping the ball but it must be coordinated with footwork. The higher the ball is held, the higher the kick.

THE KICK-OFF

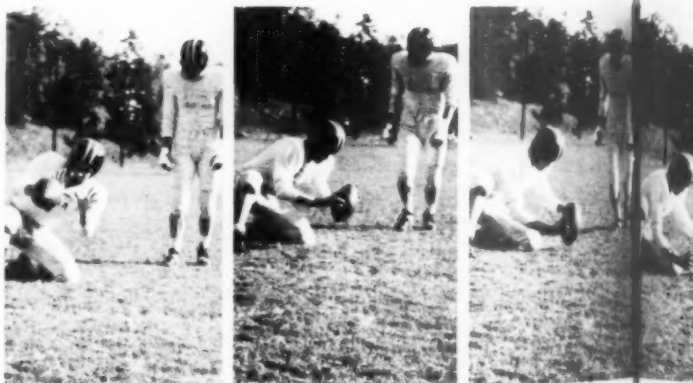
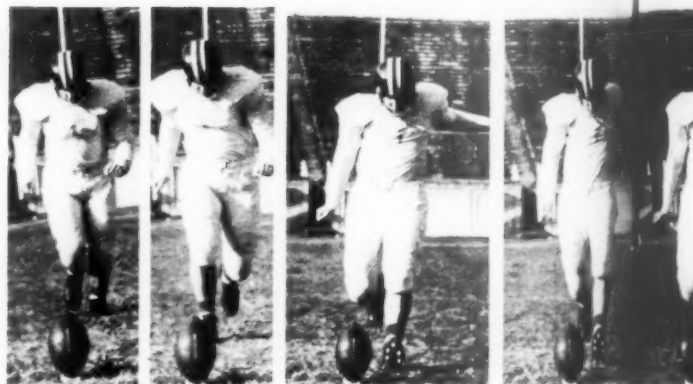
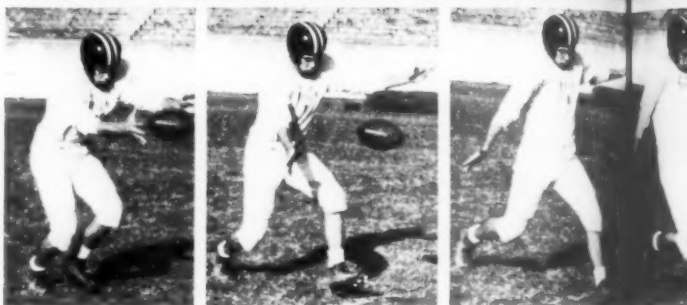
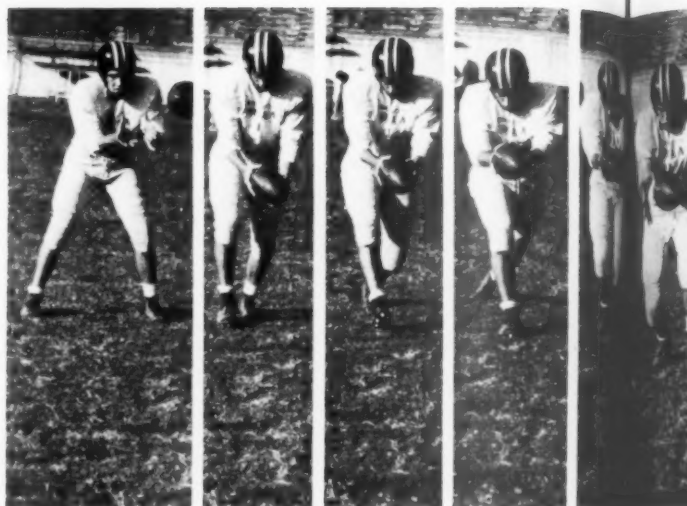
A successful kick-off involves the following: 1. Accurate kicking of the ball in order to obtain maximum height which will enable the defense to get downfield. 2. Meeting the ball with proper acceleration in order to achieve maximum height and distance. 3. Keeping the eyes on the ball.

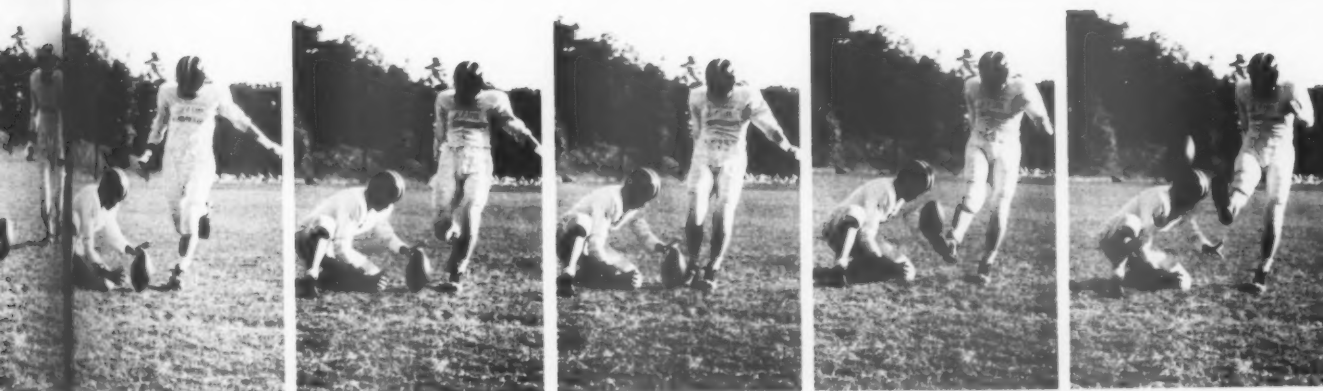
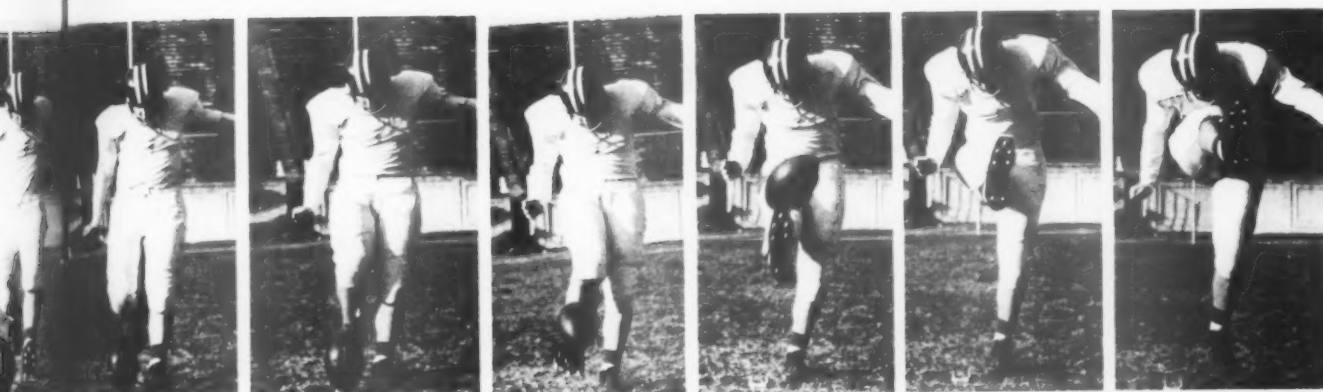
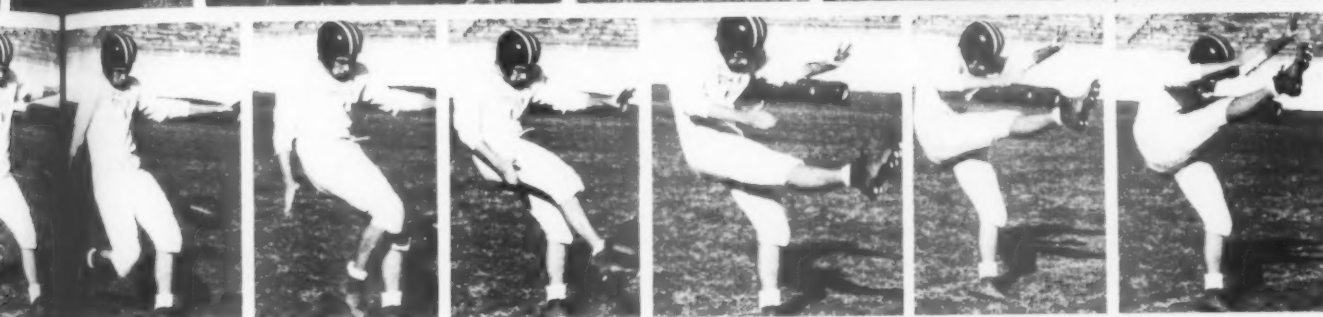
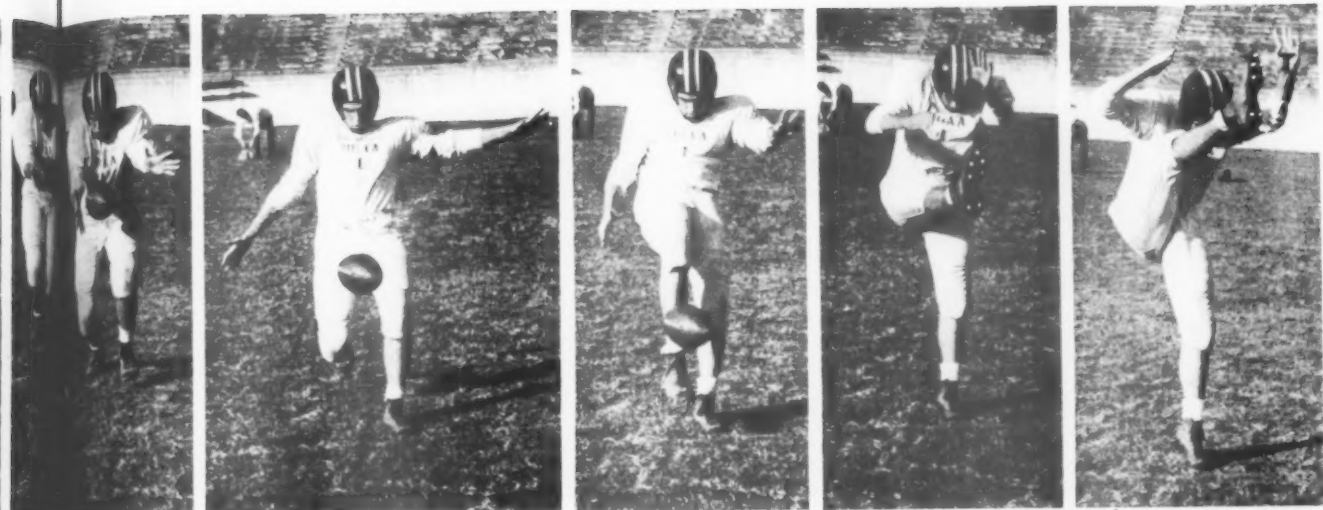
The kicker lines up approximately five and one-half strides behind the ball with his right foot forward, and takes a half stride with his right foot as shown in Illustrations 1 through 4. Then he takes his five full strides which places his weight firmly on his left foot (Illustrations 5 and 6). As his right foot meets the ball, he locks his hip, knee, and ankle and at the same time his body weight is put into the ball (Illustrations 7 and 8). He meets the ball just below the middle in order to obtain height and an end over end motion on the ball. Then he follows through, with his leg moving in a straight line (Illustrations 9 and 10). The kicker continues downfield.

THE PLACE KICK

A successful place kick involves the following: 1. Accurate centering of the ball. 2. Proper placing and holding of the ball on the tee by the holder. 3. Good protection from the line. 4. Accuracy and speed on the part of the kicker.

The place kicker lines up in a relaxed balanced position a stride and one-half from the kicking tee, with his kicking foot slightly in front (Illustration 1). He must always keep his eye on the ball. When the ball is centered, he takes a half-stride with his right foot and his weight is transferred to the opposite foot (Illustrations 4 and 5). The kicking foot should make contact slightly below the middle of the ball (Illustration 6). Upon contact with the ball the ankle, knee, and hip joints should lock simultaneously (Illustration 7). Then the kicker makes his follow-through in a straight arc (Illustration 8).





ETIC JRNAL FEATURE

SYLVAN ATHLETIC PRODUCTS, Box 951, AKRON, OHIO

FOR YOUR BULLETIN BOARD

This concludes the series of "For Your Bulletin Board" features for this school year. Additional copies of this feature, as well as the four previous features, are available free of charge. Feature 4 was The Dribble in Basketball; Feature 5, Shooting in Basketball; Feature 6, Volleyball; and Feature 7, Relay Racing. To remove the insert, raise the staples on the preceding page, lift out the four-page section, and then fold back the staples.



Close-up of the kicking shoe shown on the preceding two pages. This shoe which is specially built was designed by the Duke University coaching staff.



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X-76
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PTC-6
Tetherball



PV-6
Volleyball



PGB-13
Playground
Ball

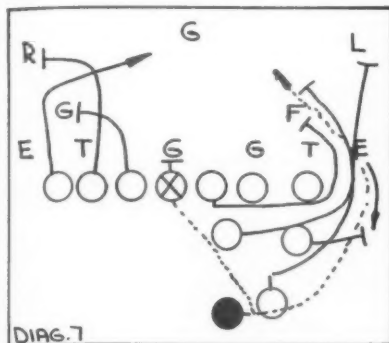


PF-6
Football

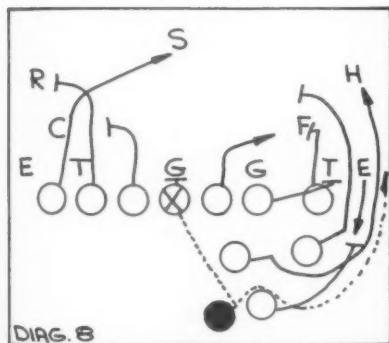
Wingback

(Continued from page 19)

tory over Oregon State in the Rose Bowl. Realizing that he had to do something different from what he had done in past years, Evashevski revamped his offense completely. He reduced it to one close formation. The



one he selected was a balanced line, single wingback with the quarterback under center, and the wingback placed outside the offensive end. The tailback and fullback were placed well to the weak side.



Iowa again proved the football truth that the simpler the system of offense, the more time the coaching staff will have to work on those important fundamentals such as blocking and tackling, protecting the passer and perfecting the defense against passes, protecting the kicker, and blocking kicks.

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For further information see Service Coupon, page 68

CALLED the "Octopus," this revolutionary new knee brace is made of elastic surgical cloth. It was designed by Ernie Biggs of Ohio State and can be used either as a preventive measure or to give complete protection following an injury. It can be applied by the athlete, thus saving the time of the coach and trainer, and is comfortable to wear. Normal functioning of the knee is not impaired while wearing it. Rawlings Sporting Goods Co., 2300 Delmar Blvd., St. Louis 3, Mo.



SHUFFLEBOARD is one of the most popular school recreational activities, and a very popular set is pictured here. To reduce breakage and noise the discs are cushioned with rubber. The cue heads are made of hardwood and are removable, making for economical replacement when necessary. The cues are lightweight aluminum and the cue handles are plastic molded with finger-shaped grips. Available in both regulation and junior size sets. Jayfro Athletic Supply, Dept. C, Box 1065, New London, Conn.



SCHOOLS that are planning installations of new backboards or basketball goals during the summer will want to get this new catalog. All in all, there are 20 different types of basketball goals and backstops pictured. All of the goals feature the famous "No-Tie Net Holder." In addition, two models of basketball pole-goals are shown as well as striking bag swivels and striking bag platforms. Also to be found are net standards and baseball base spikes. Gared Corp., NonPareil Div., 918 Mullanphy St., St. Louis 6, Mo.



ONE of the neatest football coaching aids to appear on the market in some time is the bucking and charging harness. It is made of cotton webbing and rubber shockcord. The harness can be anchored to goalposts or a fence and it is designed to teach proper drive and leg action. If the player raises his shoulders, it pulls him on his back. It teaches proper weight distribution and is an excellent conditioner. Gordon Paschka, Glenview Rd., Route 2, Winona, Minn.

MACGREGOR'S new fall and winter catalog has just been released for distribution to the nation's schools. This new catalog features a complete selection of sports equipment in the football, basketball, boxing, soccer, and volleyball fields. It contains 80 pages of illustrations and detailed information. Each piece of equipment is marked for easy identification and ordering. Every piece has its own individual model number which holds ordering errors to a minimum. Copies available by checking the Service Coupon.



1957 STATE BASKETBALL TOURNAMENTS

After winning three straight championships, Eddis Freeman of Greer, South Carolina finished in the runner-up spot in this year's tournament. E. J. Parker's Camden team switched positions with Freeman's. Ed Hiemstra of Kellogg, Idaho and John Stellatino of Westerly, Rhode Island were runners-up after two state championships. The title of "winningest coach" is shared by William Hudson of Linden, Tennessee and M. N. Robinson of Buna, Texas. Both coaches now have three in a row to their credit. Repeating their wins of last year were the following: James Baggott, Colorado; Glenn Cassell, Georgia; Don Green, Iowa; John Meyers, Maryland; O. E. Johnson and Edward Helakoski, Michigan; Wayne Courtney, Minnesota; Eddie Ryan, Missouri; Skip Palrang, Nebraska; Dwight Baker, New Hampshire; Wilbur Ruckel, New Jersey; Ralph Tasker, Leon Brogden, North Carolina; Paul Walker, Ohio; A. W. Whittinghill, South Carolina; Bobo Birsy, Vermont; William Chambers, Virginia; Norm Dalthorp, Washington; and John Kenney, Wisconsin. Gordon Sultrop, Missouri, is a new coach who guided his school to a repeat championship. Eight coaches saw their teams repeat as runners-up. These coaches were Ray Crowe, Indiana; Fred Price and Frank McAlarinen in New Jersey; Ralph Bowyer, New Mexico; John Mathis, North Carolina; William Casper, Pennsylvania; Udell Wankier, Utah; and Bill Taylor, Washington. The average total score per game a year ago, based on 106 games, was 118.11. The average total score for the 112 games listed below was 111.18 points. This figure shows a drop of almost 7 points per game.

	WINNER	COACH	RUNNER-UP	COACH	SCORE
ALABAMA	AA—Woodlawn A—Austinville	John Blane Earl Morris	Fayette Co. Suttle	J. B. McClendon John H. Stokes	82-72 56-52
ARIZONA					
ARKANSAS	A—Rogers B—Viola	Harold Beisel Floyd Blains	Stephens Marmaduke	Connie Maloch Chester Borne	64-49 53-52
COLORADO	AA—Greeley A—Jefferson B—Mead C—Wellington	James Baggott Bill Nicholas Jack Adams Don Webber	Central (Pueblo) Lafayette Wiggins Prospect Valley (Keenesburg)	Vern Cochran Don O'Hare Elio Craig Harry Turner	55-54 55-54 55-52 55-51
CONNECTICUT					
FLORIDA	AA—Lakeland A—Bishop Kinney (Jacksonville) B—Vernon C—Oviedo	John Powell J. A. Balkin Sam Mitchell Paul Mickler	Edison (Miami) Lake Wales Lake Weir Jennings	Red Bogart W. W. Crews Lee O'Brien Ed Cunningham	49-46 67-55 51-46 52-40
GEORGIA	AAA—Dacula AA—Druid Hills (Emory) A—Cass (Covington) B—Stone Mountain C—Vienna	Charles Hall Elmer Morrow Phillip Seymour E. L. Rainey Glenn Cassell	Richmond Academy (Augusta) Jeff Davis (Hazlehurst) Elberton Nakuta Porter	Fred McManus Jeff Davis Jimmy Goss George MacMillan Harold L. Scott Bill Brown	61-51 55-42 55-42 64-59 44-43 47-43
IDAHO	A—Pocatello B—North Gem (Bancroft) Harrin	John Evans Tom Ball Earl Lee	Kellogg American Falls Collinsville	Ed Hiemstra Lyle Anderson Vergil Fletcher	81-59 43-38 45-42
ILLINOIS					
INDIANA	Central (South Bend)	Elmer McCall	Crispus Attacks (Indianapolis)	Ray Crowe	67-55
IOWA	A—Dowling (Des Moines) B—St. Mary's (Iowa City)	Joe Sebeau Don Green	West (Waterloo) Colmar	E. G. Strobridge Ray Knauer	69-66 55-52
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MICHIGAN	Assumption (Worcester) A—Nashua Heights B—Nashua C—Nashua	Don Lemenage Jack Taylor William Stark	Cathedral (Springfield) Assumption (Detroit) St. Ignace (Livonia) St. Ignace (Livonia)	William Wise Charles Malloy Charles Malloy Charles Malloy	37-22 41-49 41-49 41-49
MINNESOTA	A—Maple Hill B—Maple Hill C—New Haven	J. H. Black Paul Pittman Gordon D. Sultrop	St. Mary's (Mankato) St. Mary's (Mankato) St. Mary's (Mankato)	St. Mary's (Mankato) St. Mary's (Mankato) St. Mary's (Mankato)	75-44 69-51 50-49

(Western)		Cathedral (Springfield)		William Wase		37-22	
MICHIGAN	Assumption (Worcester)	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
MINNESOTA	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
MISSISSIPPI	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
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MONTANA	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
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NEBRASKA	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
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NEVADA	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
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NEW HAMPSHIRE	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
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NEW JERSEY	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
NEW MEXICO	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
NORTH CAROLINA	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
NORTH DAKOTA	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
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OHIO	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
OKLAHOMA	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
OREGON	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
PENNSYLVANIA	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
RHODE ISLAND	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
SOUTH CAROLINA	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
SOUTH DAKOTA	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
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TENNESSEE	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
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TEXAS	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
UTAH	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
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VIRGINIA	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
WASHINGTON	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
WEST VIRGINIA	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
WISCONSIN	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						
WYOMING	St. Ignace	Don L. Manago	O. E. Johnson	Charles Holmes	Charles Holmes	37-22	37-22
	St. Ignace						

Analysis of the Backhand Drive

By JAMES H. LEIGHTON, JR.

Tennis Coach, Presbyterian College, Clinton, South Carolina

IN the March issue, Jim Leighton offered for consideration a new approach to the teaching of tennis when he discussed the views of leading players and teachers on the important phases of the forehand stroke. He followed the article last month with a discussion of the footwork and backswinging in the backhand drive. In this issue, Leighton concludes the backhand drive by taking up the forward swing, the hit, and the follow-through.

Forward Swing

Ellsworth Vines—The player goes forward on a level with the ball. Then his wrist snaps the racket forward.

Bill Tilden—The swing is slightly upward and definitely forward.

Helen Jacobs—As the racket moves forward, the transfer of the player's weight from his left to his right foot begins. At the same time his body should pivot from left to right. A player should not allow the upper part of his body to turn to the right faster than his racket arm straightens out so that it is fully extended when the racket strikes the ball. He wants his body to be pivoting toward the ball and his body weight moving toward the ball.

Don Budge—The player should carry the racket forward well away from his body in a smooth, even stroke and at the same time transfer his weight naturally to his right foot. His shoulder and hip are held back until impact. Just before the ball is struck, the racket head, which is below the ball, takes a slightly upward course, marking the beginning of the follow-through.

Jack Kramer—The thumb and heel of the player's hand will guide him and push the racket on the backhand strokes. His elbow should be bent until he hits the ball; then it is straightened. As he starts the forward swing, his weight shifts from his left to his right foot.

Lloyd Budge—The racket must come into contact with the ball in a

straight line. As the racket comes back to waist level, the player's weight shifts forward.

Mary K. Browne—The racket is brought forward at flight level of the bound.

Tom Stowe—The player's arm straightens out early in the stroke. He should step in with his right foot.

Here we have another highly controversial point: whether the player should swing forward on the level that he contacts the ball or he should start slightly below the ball and swing slightly upward. We believe the backhand can be taught either way, and a player will do both, depending on what he wants to do with the ball. Of course, the tendency is that the more level the swing, the flatter the ball.

In coaching the backhand, we find ourselves talking more about getting underneath the ball and hitting up on the ball, than we do on the forehand, but we are not always sure why we do so. When teaching beginners, we think it is advisable to talk in terms of getting below the ball and hitting slightly upward. Trajectory and spin are the keynotes, but the height at which the player hits the ball is also important. In hitting a low ball, the forward swing may tend to be more upward; on a medium ball, it will be more on a level; and in the case of a high ball, the swing, of course, can be downward.

Both Don Budge and Helen Jacobs indicate that the turn of the player's shoulder should be very moderate in this forward swing. As we have stated, the backhand does not call for as much pivot or rotation with the forward swing as does the forehand.

We think the weight shift from the left foot to the right probably precedes the forward swing somewhat.

It is difficult for us to go all the way with Vines', *wrist snaps the racket forward*. We are inclined to think that the player's wrist does not snap anywhere on the ground strokes. Of course, some wrist snap can be used,

and we think less is used on the backhand than on the forehand. The player's wrist should not be stiff in the forward swing because it is often needed in last-second adjustments to bad or misjudged bounces.

Once again, we want to stress the importance of the inside-out swing. There is a great tendency today toward backhands that are open-faced throughout the whole shot and which swing across the intended flight of the ball. These backhands are steady, but it is impossible to hit off this type of swinging.

If the racket face has opened naturally on the backswing, it will gradually close toward an approximately flat position in the forward swing.

Hit

Ellsworth Vines—The full face of the racket should be on the ball. A player should hold the racket tight and his arm should be extended. The racket head must be level.

Bill Tilden—The one great difference in the backhand stroke lies at the point where the racket face contacts the ball. On the backhand, the ball should be met nearer the net. The latest point at which a player should hit a backhand drive is the line of his front hip. The best results will be produced from there to a point about two feet forward of his hip. The earlier a player meets the ball, the sharper cross-court his shot will go. Thus, the reason for swinging is readily apparent. If a player allows the ball to get on a line with his body, his arm must swing back against his body, and at the moment he hits the ball it is still cramped in its swing.

Helen Jacobs—A player's arm should be fully extended when the ball is struck a foot off, and arm's length from his right hip. At impact the racket head should be perpendicular to the ground.

Don Budge—The ball is hit approximately a foot ahead of the player's right hip. At impact the racket face is almost vertical and his wrist is straight. There is a slight forward bevel of the top edge of the racket for imparting top spin. By tilting the bottom edge of the racket forward there is a tendency to underhit the backhand more than the forehand. While the undersliced drive is common and the spin it imparts is effective on the grass in keeping the ball low, we favor the overspin shot and hitting straight into the ball.

Jack Kramer—The player should hit the ball with a slightly brushing motion.

(Continued on page 57)

New Books

Mechanics of the Pole Vault, by Dr. Dick Ganslen. Available from the author, 1303 North Oakland St., Fayetteville, Ark. One hundred and twenty-one pages. Price \$1.25. Publication date April 1. Received for review April 9.

This handbook (5½" x 8½") contains more down-to-earth information on pole vaulting than is available anywhere. Dick Ganslen is probably the outstanding authority in the world on the art of pole vaulting. He was an outstanding vaulter during his undergraduate days at Columbia and since then has been closely associated with a number of the leading pole vaulters in the country.

A number of pages are devoted to a questionnaire answered by such pole vaulters as Bragg, Cooper, Welbourne, Mattos, Gutowski, Laz, Poucher, Morris, and Levack. These experts give their opinions on the length of the pole, hand grip, adjustment of speed, take-off, etc.

We strongly urge every school to have at least one copy of this book in the athletic library for the use of boys who are interested in the pole vault. They will never find a more authoritative source than this book.

Tumbling and Balancing For All, by George Szypula. Published by Wm. C. Brown Co., Dubuque, Iowa. One hundred and sixty-one pages. Price \$3.50. Publication date April 1. Received for review April 1.

This is an excellent text which is superbly illustrated with over 750 illustrations and drawings. George Szypula, Michigan State's highly popular gymnastic coach, has illustrated every conceivable tumbling routine by carefully blending still pictures in the form of progressive action sequence pictures.

If one of the principal drawbacks to the further spread of tumbling is the lack of qualified teachers, then this book will help to overcome that obstacle. The material is prepared as an aid to students who are without the services of a teacher and must teach one another. Naturally, this

book is an excellent text for physical education majors.

1957 High School Track and Field Annual, by Dick Bank. Published by Track and Field News, Los Altos, Calif. Thirty-one pages. Price \$1.00. Publication date March, 1957. Received for review March 20.

This second edition of the *Annual* is a distinct improvement over the first one which was published last year. Many of the entries in the previous edition have been eliminated because the recorded time or distance was found to be incorrect. In some instances, marks have been included which have not been approved by local state associations due to the age of the athlete. All in all, it is a genuine effort to give credit to outstanding performances by high school athletes.

Secrets of Accurate Putting and Chipping, by Phil Galvano. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. Publication date April 1.

Phil Galvano is noted among the golfing brethren as a master when it comes to putting. He is a pro's pro and many tournament golfers turn to him when their putting goes bad. With the aid of 38 pages of photographs and diagrams, the author presents a tried and proven basic method of putting. He also stresses the important point of determining the "master eye."

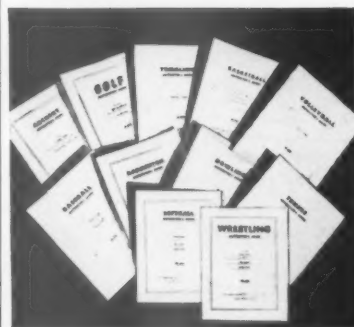
Those who are teaching golf classes will want to secure this book.

Ken Doherty's Movies on Paper. Published by the author, Box 351, Swarthmore, Pa. One hundred and sixty-four pages (8 charts). Price \$4.50. Publication date April 1. Received for review April 5.

Ken Doherty has evolved a unique method of showing techniques in the sprints, hurdles, shot put, discus, javelin, high jump, pole vault, broad jump, and hop step and jump. The process requires tracing individual

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*Field Hockey—For Players, Coaches, and Umpires

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frames taken from movies. These in turn are superimposed upon one another to give a stroboscopic effect without all the annoying distractions of background. The amount of time that has been spent in tracing the action is unbelievable. In the event that our readers might feel they are motion picture size, we hasten to add that they have been enlarged so that each figure is about 5" high.

These are designed for the individual athlete and are arranged so that the complete action will be before him. When unfolded, the chart is 8½" x 45". When folded, it fits neatly into the pocket.

Ken Doherty is one of the authorities on track fundamentals, and all of his knowledge has gone into the preparation of these charts.

1956 Olympic Games Photos. Distributed by Track and Field News, Los Altos, Calif. Price \$5.00.

This is a group of twenty-one 8" x 10" photos depicting all winners of the Men's Track and Field events. Most of the pictures are action shots and a good many were taken in actual competition. These are good pictures even though they are expensive.

Defensive Counters

(Continued from page 26)

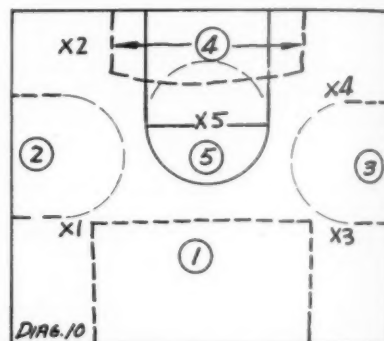
potent positions. In noting the dotted areas, which are not adequately covered by the zone defense, there can be little doubt that the 2-1-2 zone is not balanced well enough to cope with a team that can move the ball rapidly.

Naturally, the exponents who swear by the 2-1-2 zone will have to make an adjustment to meet this 1-3-1 offensive alignment. However, since the purpose of this article is to show counter moves, it becomes a matter of choice, rather than custom, in the end.

Nevertheless, we feel that the 2-1-2

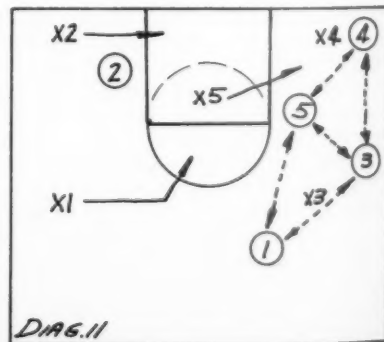
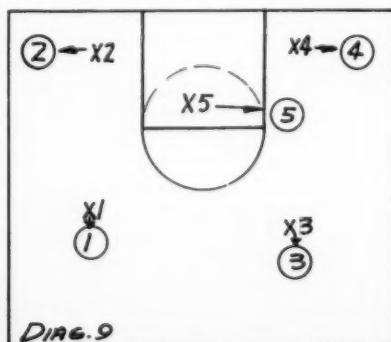
zone defense is the weakest zone that could be used against the 1-3-1, not only because the original offensive balance of the 1-3-1 makes it vulnerable, but a mere overload would definitely result in four-on-three, three-on-two, or two-on-one passing situations. In noting the overload shown in Diagram 11, it is obvious that any combination of passes between O1, O3, O4, and O5 would eventually penetrate any defense that X3, X4, and X5 could offer despite the automatic shift of the zone to the side of the ball.

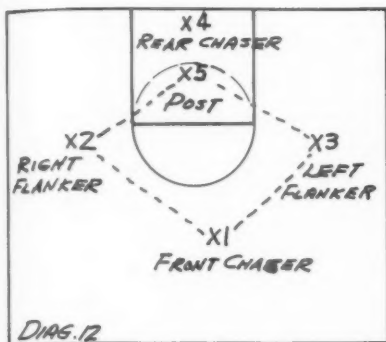
To checkmate the 1-3-1 offensive alignment at this point, we have successfully countered with a defense that has been our *bread and butter* defense. Anticipating a 1-3-1 or overload, we have developed a game-tested defense to check it. We merely reverse the principle of defense mentioned earlier



in which we zoned the man-for-man offensive attacks. Whereas each man-for-man offensive attack was counter-checked by a specific zone, we reverse the procedure by checking the 1-3-1 offensive attack with either or both of the following two defensive maneuvers:

First, if a zone defense is desired, we have found that the best zone against the 1-3-1 is the diamond and one defense shown in Diagram 12. Again, notice the proximity of the 1-3-1 offensive balance when imposed on this zone defense (Diagram 13).



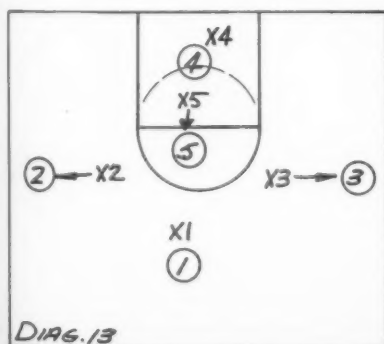


Second, the most confusing move to the opposition that could be applied is to shift from this diamond and one to a man-for-man defense each time the ball is moved into our defensive backcourt. Hence, we reverse the original principle of countering a man-for-man offense with a zone by countering again with a man-for-man defense against a zone offense.

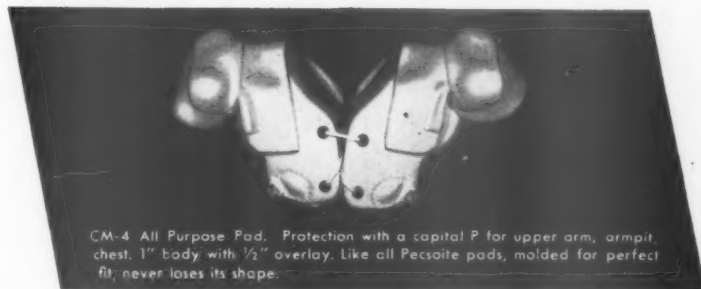
This may appear very difficult to apply, but a second glance justifies its merits. First of all, the passing lanes of the 1-3-1 offense are triangular and thus enable the players who shift to a man-for-man defense to overplay these passing lanes. Second, no real defensive balance is lost as the players are nominally close to the nearest man in the diamond and one (Diagram 13). Third, the zone patterns in contrast to the man-for-man patterns are fewer and more confining to given passing lanes. Fourth, a team has physically and mentally forced the opponents to use a zone offense against a man-for-man defense. Finally, the ensuing confusion of the offensive team has a tremendous demoralizing effect on the players while the defense receives a lift in realizing the fruits of their efforts.

Defending the Overload

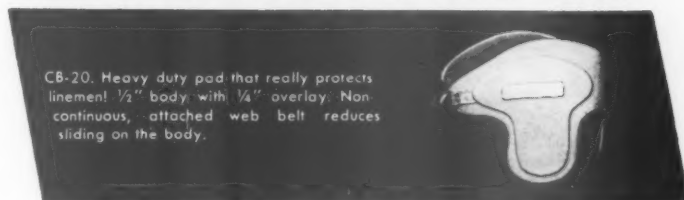
In any given overload, the purpose is to have either two offensive players against one defensive player in a zone area or to have three offensive players



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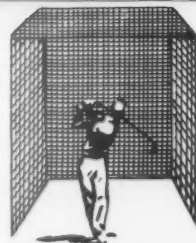
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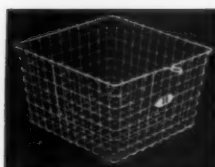


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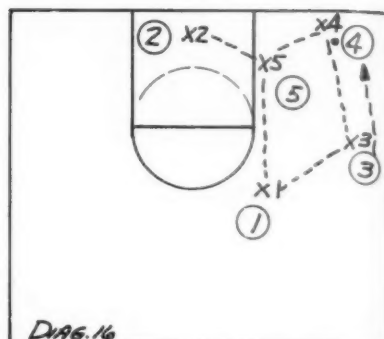
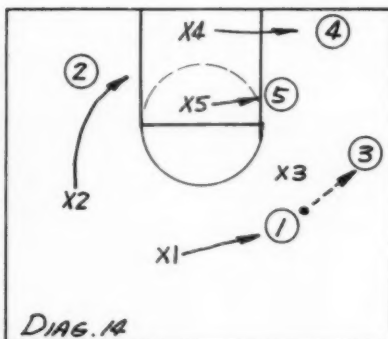
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splitting an area zoned by two defensive players. A typical overload to the right side against the diamond and one is shown in Diagram 14 after a pass from O1 to O3. The diamond and one zone is so flexible that the defensive pattern of the diamond never deviates regardless of the position of the ball as shown in Diagram 15. Whereas O4 moved to overload and split the defense, it is apparent that the diamond and one is so well balanced that even when O4 moves out to the corner of the sideline and end line, the balance of this zone is not upset. Diagram 16 clearly shows how right flanker, X2, falls back to be the rear chaser as X4 moves out to guard O4.

We are aware that the weak side of the court is vulnerable with player O2; however, a cross-court pass from either O3 or O4 is required from the positions shown in Diagrams 15 and 16. A pass such as this one is not only taboo as a basketball fundamental, but it requires a change from the conservatism of zone ball-handling to radicalism. If such a pass was gambled upon and lost, the results, obviously, would give the defensive team a clear jump toward their goal. Nevertheless, X2 who retreats as the rear chaser is still in a good position to pick off most long, cross-court passes.

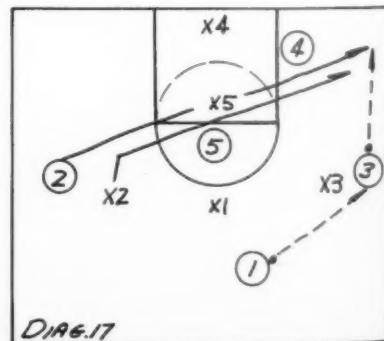
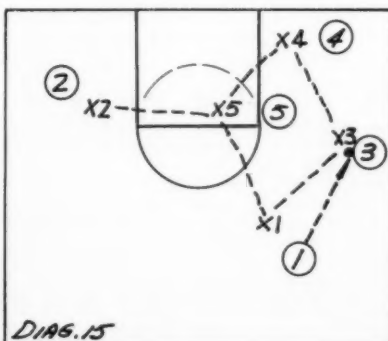
Defensing the Overload from the 1-3-1

For the coach who may ask, "What

would be the effect of the aforementioned procedure if an overload from the 1-3-1 was used against the shift?" we can only say that there would be relatively no effect whether the diamond and one zone was used alone, or if the shift had been made. The answer is simple. If a shift from the diamond and one zone to a man-for-man is made, X2 would merely follow O2 to the corner if the latter moved to overload, as is shown in Diagram 17.

On the other hand, if no shift was made and the diamond and one zone was kept intact, a pass from O1 to O3 would be treated the same as is shown in Diagram 15. A subsequent pass from O3 to O2 would have the zone shifting as indicated in Diagram 16 with O2 receiving the pass instead of O4. It must be remembered that the balance of the diamond and one zone is never lost regardless of the position of the ball.

In conclusion, the various defensive counters we have outlined and diagrammed as buffers to given offenses are by no means foolproof. As most coaches will agree, there is no magic formula in basketball. Because many teams are so stereotyped, we have employed the aforementioned moves with considerable success, using the element of surprise and change to stalemate the opposition. Although victory is reward enough, the real reward is the enthusiasm and confidence shown by the players.



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Golf

(Continued from page 28)

This grade represents the zenith or the acme. If only professionals were being graded, the rating of 10 would be the Hogan or Snead in golf, the counterpart of Hoad or Trabert in tennis, and of Mantle or Musial in baseball. This rating would be for the finest-skilled person expected in the program. It might be the undergraduate letterman in their best activity or the student with a background in the professional sports field. The rating of 9 is less skilled than the champion but denotes a superior performer who has had considerable experience.

Ability Description	Point Value
Above Average	7-8
Letter Grade	
B and B+	

This is also a skilled rating, representing the performer who has had considerable experience in the activity, but who has never reached the extreme specialization of the superior player. It is the intramural player, rather than the intercollegiate athlete. It is the club player in tennis or golf, rather than the professional or handi-

cap star. The player has the skills but not with the same finesse as the performer in the superior group.

Average	5-6	C and C+
---------	-----	----------

This group is the most popular—the mode of the classification scale. Here one finds the largest group of performers. He is the average man of the skills world, not unlike the sports editor's description of Gus Fan as being representative of the average American population of spectators. In every skill the examiner pictures in his mind the average level of performance. It is not the poor or the exceptional. It is merely the in-between. It is the skill level of the majority. The strokes are not hit as sharply and the form is not as graceful, but it is executed well enough to give a sense of accomplishment to the player. The visible result of the performance does not bother the esthetic nature of the spectator.

Below Average 3-4 D and D+ This is the most difficult subjective selection to make. The skilled examiner recognizes the lack of proficiency in the examinee and feels confident that the person being tested is not a skilled performer, but it is difficult to find a clear-cut distinction between a rating of 4 or 5. Where

the line of demarcation should be drawn is difficult to decide. However, keep in mind the average, and any skill deficiency from this would represent a 3 or 4. It is the nonskilled person who is uncertain and awkward but still has had some experience in the activity. The result of this person's performance is not gratifying to the examiner, and the form in the fundamentals is inferior.

Ability	Description	Point Value	Letter Grade
Inferior		1-2	F and F+
This grade is as easy to distinguish as the other extreme—the highly skilled rating of 9 or 10. This grade stands out, as it is the incompetent, the nonskilled, the complete dub, the rank amateur. It is the person who does not hold the club or racket properly and treats his equipment as a complete novice. It is the awkward duffer who offends the practiced eye of any spectator who enjoys form, grace, and ability. It is the chap who cannot chin himself even once, who holds his hands stiff and rigid when receiving a throw. It is the nonswimmer, literally the fish out of water.			

Golf Examination


Equipment: A cage, a mat, any wood, a midiron, ten balls, a tee if

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THE WHOLE TOOTH
AND NOTHING BUT
THE TOOTH

AT LAST


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The Test: Swing and hit five mid-iron and five wood shots from the mat into the cage. The instructor stands opposite the student and uses subjective judgment on the form evidenced and the effectiveness of the shot hitting into the canvas.

Scoring: Record the average score of ten trials.

Specific Scale for Subjective Judgment

In judging, think of the whole performance. The scale is merely a guide to secure greater reliability with different judges.

Proper form	5 points
Effective result of shot	5 points
Total possible score of each trial	10 points

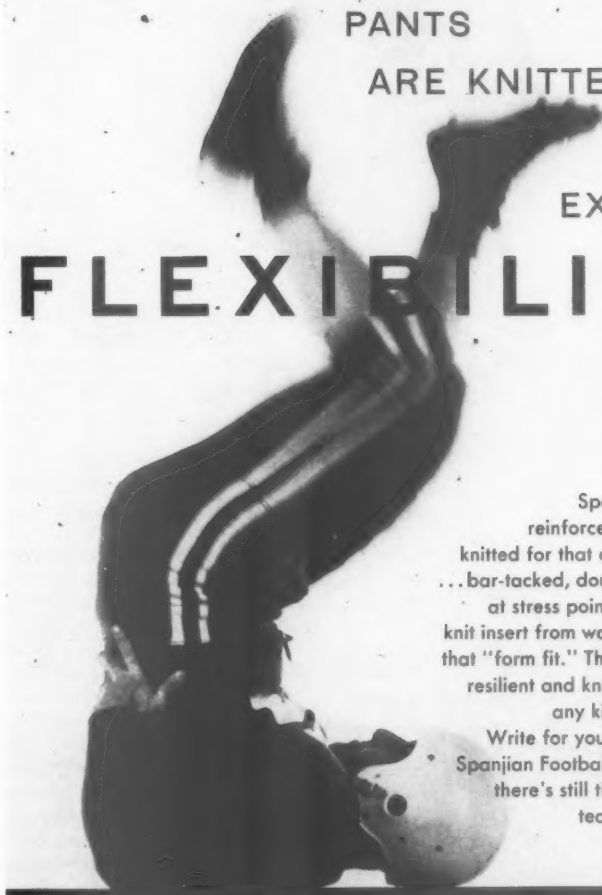
In judging form, consider the following important components on a continuous scale of 0 to 5, and deduct accordingly for mistakes.

Grip	1 point
Stance	1 point
Back swing	1 point
Club head speed on contact and hitting along the line of flight	1 point
Follow-through	1 point

In judging results, use the same continuous scale of 0 to 5 points that was followed for form. A perfect shot will hit with considerable force in the middle of the target and will score five points. Anything less accurate or powerful will receive proportionately lower scores. A dubbed ball, a missed ball, a ball hit without power or club head speed, or a pronounced hook, slice, push or pull shall score no points, and only the points allowed for form will be recorded.

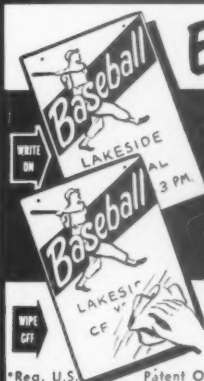
Conrad H. Rehling of the University of Florida has recently published an excellent text, *Golf for the Physical Education Teacher and Coach*. It was published by William C. Brown Company of Dubuque, Iowa, and from an educational standpoint is the most helpful book we have read for the golf teacher. Mr. Rehling has devised an objective method of skill testing that has considerable merit. As he indicates, each test should not take more than thirty-five minutes at a maximum for 20 to 25 students. With a battery of five tests one can readily understand why this method of evaluation is unsatisfactory with our classes that have 80 to 100 students. We are not thoroughly convinced that the use of the subjective rating is the only answer to fairness in grading the golf classes but from personal experience we are positive it has considerable merit and is worthy of further study.

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Let's Complete the Belly Series

A VALUABLE asset to the belly series would be an addition which would utilize the fullback as a predetermined blocker and the quarterback as a definite ball-carrier. The series and the blocking rules for the line will be explained in this article.

First of all, when facing the belly series, most defenses are conscious of either the fullback on the ride from the quarterback or the swing man on either a hand-off or a pitch-out from the quarterback.

However, the possibility that the quarterback may, due to defensive maneuvers, decide to keep the ball himself and run much as he would do on an option play in the split T series, is still present. Nevertheless, a predetermined play, using the same backfield action as the inside or outside belly series, but utilizing the quarterback as a runner and the fullback as a definite blocker, seems to be a good practical approach to completing this fine attack.

The series we have designed has this added advantage and it is our belief that it places almost an unadjustable influence on a defense, especially the defensive tackle.

Last fall our football team had to cope with the standard 5-4-2 defense in every game played. Although we had little chance to work the series into the attack because of the time element, considerable research was done on it. We have all come to the conclusion that this series when combined with the inside and outside belly series has tremendous possibilities.

The first play develops exactly the same as the inside play of the belly series. However, the big difference is that the quarterback is now a ball-carrier and the fullback is a blocker. The blocking for the line is set up with defi-

nite rules. We like this series when we are facing a standard 5-4-2 defense. The rules for the line blocking and the backfield action can be adjusted regardless of the defense. Since many teams face a number of 5-4-2 defenses, we are keeping this series as an added insurance to attack them.

Secret Series, Inside Right: On the inside play of our series (Diagram 1) or the play that will emulate the inside belly play, the quarterback gives the fullback a hand-ride and follows him through the hole which was vacated by the blocks of the fullback, the tackle, and the guard. He is taught to favor the double-team block and use a path over the ground where the defensive linebacker first stood.

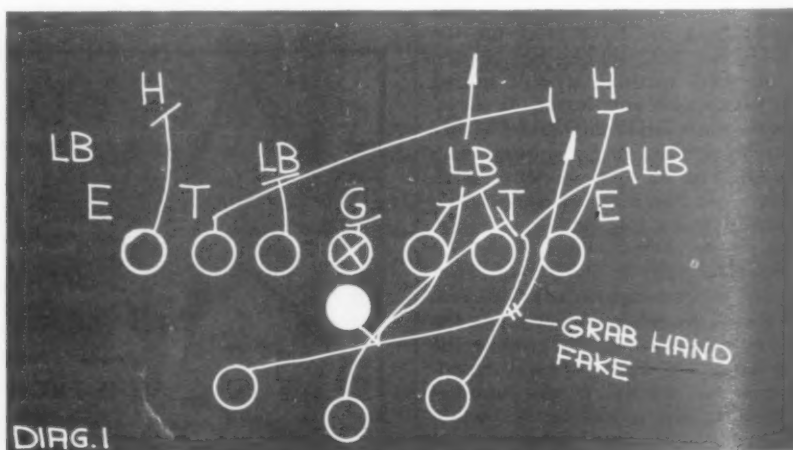
Although we are only showing the series going to the right, it is evident that the same rules govern the play when it is being run to the left.

Now, let us review the backfield rules. When the first play of the series is going to the right and the call is secret series, inside right, the following rules will apply:

Right Halfback—This player's job is important. He is told that on the inside play he must drive directly at the outside shoulder of the defensive tackle, drop his shoulder to make the tackle think that he is being blocked, then bypass him on the outside, and block the first man on his feet past the line of scrimmage. He must be aware just how important a good fake is to this play and proceed accordingly.

Fullback—The fullback must be instructed to take an inside-out approach on the defensive tackle while he is making a good fake on the hand-ride from the quarterback. His path must be close to the quarterback because the quarterback takes his step backward to meet him. As

By L. E. CAHILL
Head Line Coach,
University of Toledo



the quarterback gives him the hand-ride, the fullback should make his fake much the same as he would on any play in which he is trying to deceive the defense. Then he should turn out and rise on a head and shoulder block on the tackle. We have found that if the fake by the fullback is good, the tackle often tackles him and thus the play is a success from this standpoint.

Left Halfback—On the secret series inside right, the left halfback will run the same pattern as he does on the inside belly right. However, for effectiveness, we ask him to make an open hand grab fake and drop his inside shoulder as he reaches a point about one and one-half yards behind the initial position of the offensive tackle. We found that this maneuver keeps the defensive end and the outside linebacker in place and slows down pursuit.

The rules for the line are as follows: The line splits may be adjusted according to the situation and/or will conform to the standard splits which are used in the belly series.

The rules for each lineman are as follows:

Center—Cut off the man over you. Because we are favoring this series for a conventional 5-4-2 defense, the center is to cut off the man who is playing directly over him. He must always try to work this defensive man away from the play with a screening effect.

Right Guard—Post the No. 1 man past the center on or off the line of scrimmage. The No. 1 man past the center on the 5-4-2 defense is the linebacker. In this type of defense most linebackers will be influenced by the guard. We ask our guard to drive out and place his head in the stomach of the linebacker in a post position. As soon as the tackle makes contact with the linebacker, the guard will work his block in unison with the tackle and double-team the linebacker away from the hole. The guard must be cautioned that initially he is only to be used as an influence on the linebacker and he will not exert too much pressure until the tackle has made contact. The tackle is the *wipe out* man and the guard is the post man.

Right Tackle—Double-team the first man past center on or off the line of scrimmage. The right tackle is instructed to *wipe out* the linebacker who has been posted by the guard. The linebacker should be in a vulnerable position to be blocked because of the effect that the guard is having on the defender.

Right End—Block the defensive left halfback. The right end goes downfield and blocks the defensive left halfback. We feel that by sending the right end downfield, we not only put a blocker on the player, but also keep this back in a loosened position. Now he must honor any pass pattern that the end might be putting into execution.

Left Guard—Block the first man past the center on your side of the line. This guard is asked to block and stay with the weak-side linebacker because we feel this player has an excellent chance to pursue if he is not blocked well.

Left Tackle—Step to the inside of the defensive men and clean downfield to the side of the play.

Left End—Go directly downfield and block the defensive right halfback.

This is the action and rule blocking for the secret series inside right play. There is some controversy as to whether the right halfback will have enough influence to hold the defensive tackle long enough for the fullback to have a block of advantage. Another point is that the defensive tackle would have a tendency to seal toward the middle if the offensive tackle on the side of the play blocked in toward the middle. We feel that if the defensive tackle does honor the right halfback's fake block and steps to meet him then the fullback will have a beautiful setup for a block. However, if the tackle should seal to the inside we are in perfect shape for our outside play.

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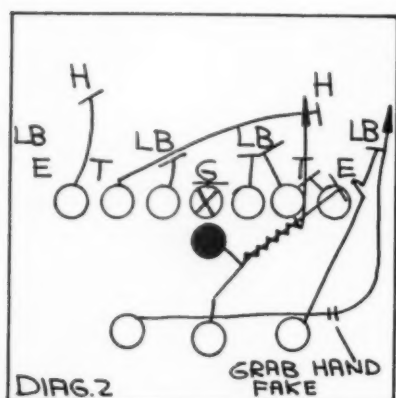
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Secret Series Outside Right: The secret series outside right play (Diagram 2) is a carbon copy of the outside belly play. Again, the big difference is the blocking of the fullback and the ball-carrying of the quarterback.

Our attention is focused on the defensive tackle to the side the play is being run. Heretofore he has been blocked out by the fullback when the offensive tackle blocked in toward the middle. If the defensive tackle

has adjusted to this type of blocking, it is our contention that he is ready to be fooled from the outside.

The rules governing the outside play are as follows:

Right Halfback—The right halfback drives directly at the defensive left end and drops his inside shoulder as if he were preparing to block him to the inside. Then he passes the end closely and blocks the outside linebacker.

Fullback—The fullback will run the same pattern he has been accustomed to running on the outside belly play. The quarterback will put the ball in his stomach and ride him on an inside-out approach on the defensive end. Then the fullback will fake having the ball, and as he gets within striking distance of the defensive end he will rise on a tough head and shoulder block on the defender.

Many defenders will be playing the fullback as a potential ball-carrier and thus either be getting ready to tackle the fullback or help elsewhere. We must also remember that the defensive end has been influenced by the fake block of the right halfback.

Left Halfback—The left halfback will be the swing man or pitch man

LEO CAHILL was a member of the 1946 Illinois Rose Bowl team and later played in the 1950 Blue-Gray game. His coaching career includes service as freshman coach at his alma mater and two years as line coach at Lewis College in Lockport, Illinois, before he accepted his present position two years ago.

exactly as he is on the outside belly right play. He will make the play more effective by asking for the ball with a good grab hand fake when he is about five yards behind the position where the offensive end initially lined up. The fake keeps the outside men honest defensively and also slows down pursuit. On this play the left halfback is always instructed to get himself in a good follow-up position for a lateral from the quarterback past the line of scrimmage.

Quarterback—On this play the quarterback uses the same mechanics

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he does on the outside belly play. His first movement after receiving the ball from center is to step back at the fullback to show the ride which is the identifying factor in the outside belly play. He should ride the fullback to a position just behind the spot initially occupied by the offensive tackle. After releasing the fullback to block the defensive end, it is important that the quarterback make a good fake pitch-out to the swing man (left halfback) before keeping to the inside. He must remember that if the defensive end has forced too close to him or if the defensive tackle has not been

(Concluded on page 66)

Scouting Techniques

(Continued from page 16)

pare a sufficient number of these forms to last the entire season. Then, for each game, the scouts can use enough forms to cover the event thoroughly. Another essential item in the proper coverage of a football game is a pair of binoculars which enables the scout to observe minute details of plays and personnel that otherwise would not be seen.

Once they are at the game, it is wise for the scout and his assistant to assume definite responsibilities for the different phases of the scouting assignment. This pre-arranged division of duties will prevent duplication of scouting information and provide for a thorough coverage of the team that is being scouted. We have had the best results through a division of scouting duties.

Duties of the Head Scout At the Game

One man, preferably the head coach, should be responsible for making a play-by-play chart of each backfield maneuver including: a. Downs. b. Yardage to be gained. c. Yard line (own or opponents). d. Defense that the play was run against (not every play). e. Position of the spread ends and flankers and, if possible, what the guards do on every play. f. Pass patterns, complete or incomplete, of the greatest importance, including: 1. How deep each man went. 2. How long the completed pass was (not including the run). 3. If the pass was intercepted, mark the exact spot (number of yards from the line of scrimmage, etc.).

The head scout should also be responsible for: a. Helping the assistant scout by calling out the numbers of the players during punt formation, punt returns, kick-offs, and kick-



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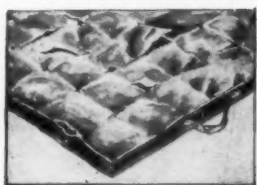
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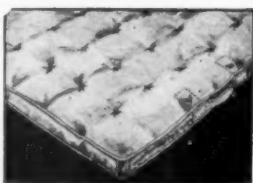
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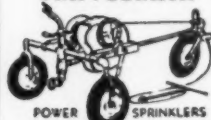
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LAST MONTH we published

Vic Rowen's article, "The

"Four-Point Stance." This

month he combines talents with

his head coach, Joe Verducci,

and describes the system of

scouting they use at San Francisco State College as well as

for their Sunday duties as

scouts for the Chicago Bears.

Rowen was football coach at

Defiance College in Ohio before

assuming his present duties in 1954. Joe Verducci

graduated from California in

1933 and compiled an outstanding

high school coaching record prior to 1950 when he

was appointed to his present

position.

off returns. b. Calling out the offense the other team uses. c. Helping the assistant scout on defensive personnel.

Duties of the Assistant Scout At the Game

The assistant scout should be responsible essentially for the defense and: a. Charting punt formations, punt returns, kick-offs, and kick-off returns. b. Charting the various defenses used. c. Defensive personnel. d. Compiling the final statistics.

The assistant scout should also be responsible for: a. Helping the head scout by informing him of the downs, yardage to be gained, and position of the ball on the field. b. Defenses the other team uses. c. Informing the head scout what the offensive guards do on each play.

We have found it an excellent idea, immediately following the game, to discuss all aspects of the contest so that while the events are still fresh in our minds, all salient points of the game can be clarified. This mental preparation for the task of compiling the scouting report is especially helpful when the actual writing takes place. It is suggested that the division of duties at the time of making up the scouting report be as follows:

Duties of the Head Scout At the Time of Writing the Scouting Report

a. He should draw up the complete offensive play-by-play charts. He must make certain that the total yardage gained by running and passing agrees with the final game statistics. b. He should make a general game summary of the offensive personnel which should include the mental attitude of the players, their strengths and weaknesses, injuries, and any other per-

tinent facts relating to the team. c. He should draw diagrams of the other team's defenses. d. He should prepare a statistical chart of the team's offensive play.

Duties of the Assistant Scout At the Time of Writing the Scouting Report

a. He should make charts of the following: 1. Punt returns and punt formations. 2. Kick-off returns and kick-off formations. b. He should draw diagrams of the defenses used. c. He should make a general game summary of the defensive personnel which should include the mental attitude of the players, their strengths and weaknesses, injuries, and any other pertinent facts relating to the team and its defensive play. d. He should compile all data as shown in the table of contents.

Ideally, a number of copies of the complete scouting report should be dittoed and each player should receive a copy at the first practice session of the week of the game with the team that was scouted. However, in the case of a small school or college that does not have sufficient facilities to prepare individual copies for each player, one or two scouting reports can be made up by hand and the players can take turns studying them. Still another suggestion in this case is for the scouts to prepare and distribute to each player a two- or three-page condensed version of the original report.

Once the game with the scouted team has been played, a final phase of the scouting report should be made up and attached to the original when it is filed away. The follow-up to the original report will be an immeasurable help the next season in preparing team strategy to be used against this opponent. This appendix, to be made up as soon after the game as possible by one of the scouts, should include the following: a. Plays that worked well for both teams. b. Plays that did not work well for both teams. c. Defenses used by both teams. d. The phases of the scouting report which proved to be correct, and those which proved to be incorrect. e. The key items (special plays, comments on personnel, etc.) are to be remembered and used as part of the strategy for the next season's game.

We cannot stress strongly enough that scouting is essential in preparing today's teams to play winning football. If it is used to full advantage, scouting will be a deciding factor in the future success of the team.

If a copy of our scouting report outline is desired, please write us, and we will be more than glad to send one.

Officials and Coaches

(Continued from page 32)

final analysis, the competent coach has found that only the incompetent coach uses the official as a crutch or an alibi for losing games or as an excuse for his team's mistakes or poor caliber of play.

The Official

The problems of officiating are twofold and the officials must bear their fair share of responsibility in meeting them. There are various degrees in the quality of officials just as there are different types of coaches and athletic directors. The competent official knows that his officiating ability depends, and is also judged, by certain overt acts of behavior that he follows as a matter of habit. Some of the more important of these are:

1. Promptness in answering business correspondence about open dates and contracts for games.

2. Sending a reminder to the home team athletic director two or three days ahead of the game signifying intention of coming.

3. Early arrival at the site of the contest — at least 30 minutes ahead of time.

4. Thorough knowledge of the rules and the ability to interpret and apply them to the game. The good official regularly attends the rules meetings sponsored by the state high school athletic association. He also joins a local officials' association and attends its meetings where rules, play situations, and officiating mechanics are discussed.

5. Hustle and being in good position on all plays. This means that the official must keep himself in good physical condition. He should adopt a pre-season training regimen to get into condition before the season starts.

6. Consistency in making decisions — throughout the game and all over the court or field. The good official calls plays the same way in the last quarter as he did in the first quarter. He calls plays inside the 10-yard line in the same way as he calls plays at midfield.

7. Control of emotions, especially temper and tongue. The official must always use proper language and never employ profanity.

8. Courteous treatment of players.

The official's attitude toward the players should be a friendly one; firm, but not dictatorial; fair and impartial, not biased. A controlled sense of humor is a valuable asset for any official. He should know when to be serious, when to joke, when to say nothing, when to praise, and when to chastise.

9. Avoiding explanation of decisions. If the captain courteously requests an explanation of a play ruling, the official should respond in a courteous manner. He should explain the ruling to the captain as quickly as possible, if he feels that the situation justifies it. In some cases, it may be necessary to consult with fellow officials. However, a consultation should be avoided as much as possible, unless it is absolutely necessary.

10. Act as an official only and not as a scout for a friend or as a coach on the field. In this same vein, officials should avoid a lengthy lecture on rules of the game just prior to the start of the game. It is essential to cover the ground rules, but it is not necessary to give the captains a five-minute lecture on how the game is going to be officiated.

11. Unobtrusiveness in carrying out the duties as a game official. An

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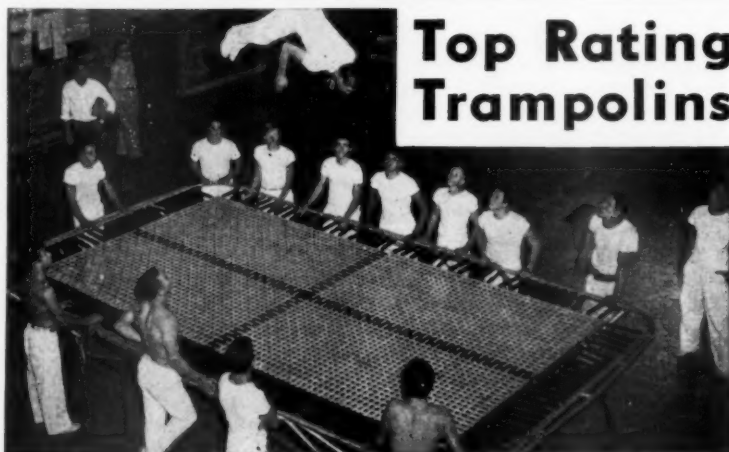
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official is not hired to be a show man or to make a spectacle of himself.

12. Calling decisions loudly and decisively so that everybody concerned (officials, players, and coaches) knows what has been called. There are official signals that each official should master and use at all times. These signs enable the coaches and the spectators to know what the decisions of the officials are.

13. Wearing of the same uniforms by all officials in any one game.

14. Use of similar game officiating procedures and mechanics by all officials in all games. This means teamwork on the part of the officiating team. The officials should be able to depend upon each other. An official also has a right to expect the support and assistance of his fellow officials in his judgment decisions.

15. Fulfilling a contract even though it may mean losing out on a higher paying game. An official should not send a substitute unless he has obtained the permission of the athletic director or coach who hired him.

16. Never talking about other officials or coaches on or off the record. Most of all an official never berates a fellow official or a coach.

These points are by no means a complete coverage of the acts and actions that are consistently used by competent officials. However, they are the most important ones. The competent official also has the ability to get along with the players. He always keeps them and the game under control. He possesses the courage to call plays as he sees them, even though he may be right in front of a team's bench. Neither does he let the remarks of the spectators upset him. Never should he make the mistake of explaining a play or decision to a spectator during a time-out in the course of the game. The competent official realizes that mistakes are possible. He also knows that some mistakes are made which should never be made. The reasons for this are lack of hustle and anticipating decisions. These are sins that no official has any excuse for committing. To guard against falling into these errors an official cannot ease up for a single play. He must bear down, hustle, and work hard on every play for the entire game.

By following the principles and procedures outlined, considerable improvement will result in the relationships between coaches and officials. The aforementioned procedures and guides to action are merely the end result. Obviously, some planned program must be instituted to assure that these desirable practices are consciously and deliberately sought after.

For such a program we propose the following ideas:

1. A change in the method of hiring and assigning officials to games.
2. A tightening up of the requirements that are necessary for officials to be licensed and to retain their licenses.
3. A change in the method of training new officials and giving in-service education to experienced officials.
4. The raising of professional and certification standards that are required for coaching.
5. The instituting of a better sports education program in our schools and communities.

Each of the above suggestions will be discussed in turn.

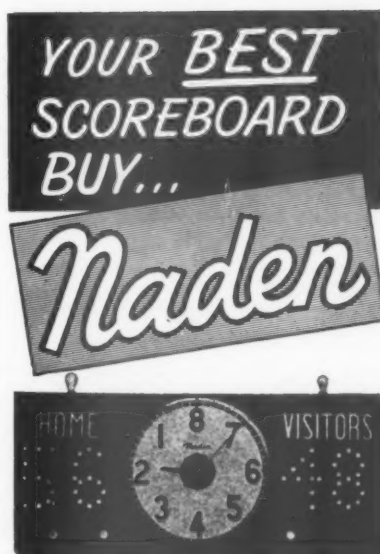
New Methods of Assigning Officials

It is our suggestion that the appointment or hiring of officials for high school games be taken out of the hands of the coaches, athletic directors, and officials' associations. Instead, this function should be entrusted to a state or regional commissioner of high school athletic officials. As long as the local school hires the officials the following beliefs will continue to persist. First, a few officials will either consciously or unconsciously favor the home team on more than their fair share of close decisions. Secondly, some people as a result of possibly one or two episodes will brand all officials as *homers*, and come to the conclusion that a visiting team never gets an officiating break. With an impartial board or commissioner, who is not affiliated with either of the contesting schools, assigning the officials to a game, these false beliefs will not have the slightest shred of evidence left to support them.

Local schools would have a hand in setting up the administrative machinery for this program. Perhaps they would wish to make it one of their rules that a local school could have veto power over an official for a game. If such were the case, it might also be wise to limit the number of officials any one school could veto for a season.

Even if this recommendation were not adopted, there are certain principles that local schools can follow in order to avoid untoward episodes and unhappy incidents in the management of their athletic contests as far as officials are concerned. These may be summarized as follows:

1. Use the same care in selecting officials that is used in selecting faculty members.
2. Use written contracts.
3. Hire out-of-town officials. If possible, avoid hiring local officials or close friends for officials.



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4. Hire an official for no more than two home games during a season.

5. Avoid the evil of trading games on the part of coaches. This practice operates somewhat like this. The football coach of School A will give the basketball coach of School B two football games, if the latter will give the former two basketball games to officiate.

6. Hire officials early; do not wait until the last minute.

Tighter Requirements for Officials

When it comes to raising the standards for high school athletics, the official appears to be the forgotten man. To those who know athletics best, the official is an important cog in the educational program of athletics and must be considered in any program which is designed to augment the educational importance of athletics. It would be in order for state high school athletic associations to tighten up on the requirements that are necessary in order for the officials to be licensed and also to retain their licenses. Some of the requirements that might prove effective are as follows:

1. Rules examination and a practical officiating examination for all new officials.

2. An annual physical examination for all officials.

3. An annual rules examination and a practical officiating examination for all experienced officials.

4. Compulsory attendance for all officials at rules meetings sponsored by the state high school athletic association.

5. Compulsory membership for all officials in a local officials' association.

6. Compulsory attendance of all officials at a specified minimum number of meetings of the local officials' association.

New Methods of Training Officials

As matters now stand, there is practically no method for training officials except through the old-fashioned way of actual game experience in officiating. In the early days of athletics this was undoubtedly an answer. It is now as outdated as the ancient method of a father educating his son in all aspects of life as was done in primitive societies. The school has been established to help the father in this process, because it is a duty now too complicated for a father to perform alone. Thus, we must find some way to assist in the process of training new officials. There are several things that might be done to help.

State high school athletic associations and our institutions of higher

education that are training men for teaching and the other professions could cooperate in a program designed to provide practical experience in officiating for future officials. We have the pattern to follow in the student teaching idea. A student teacher does not need a teaching certificate to practice teaching, but he does his practice teaching in a real classroom under expert supervision. A student or an apprentice official could do his practice officiating without a license in actual games under experienced supervisors. Certain prerequisite standards could be drawn up before a student could enroll in practice officiating just as is done for the student teacher. Such a training program should not be limited to physical education majors or minors, or even to any teaching major; but it should be broad enough to include students in other professional or pre-professional fields.

Higher Standards for Coaches

We have traveled a long way since the days of the transient part-time coach who in most cases had no affiliation with the school except during the few short months his special sport was in season. Today a few states require a major in physical education as a minimum standard for certification to coach, some require a minor in physical education; and most demand that the coach be a regular member of the school faculty or else be registered with the state high school athletic association as certified to coach. The trend is in the right direction.

If in-service education is necessary for officials, it is just as essential for coaches. Many of the disagreements between coaches and officials would never arise, if both parties had a mutual knowledge and understanding of the rules and rules interpretations. Rules can be learned by self-study, but in the case of interpretations there is no substitute for group study and discussion. Many interpretations of the National Federation and of the state high school athletic associations never reach the coaches until it is too late. If the coaches had to attend the state rules meetings, they would receive these rulings in time to avoid *rhubarbs*. Compulsory attendance of coaches at state rules meetings is a must if relationships between the lazy coach and officials are to improve.

A Better Sports Education Program

We have little reason to be proud of our efforts and success in educating the American public on the place of sports in American life, on the educational values of athletics, and on the

public's role as a spectator and participant. This is a program that should be started in the early elementary grades and carried on through the colleges and universities. The schools should offer regularly scheduled classes in the appreciation of sports. The parents, students, and the whole community should be involved in the planning and execution of the sports education program.

Conclusion

Many practical suggestions have been made on how to improve the relationships between coaches and officials. Many have not been mentioned. For example, schools should employ capable announcers who not only know the technical job of announcing, but who also have a high code of sportsmanship that always guides them in performing their job of announcing. Trained students, teachers, and parents can be used to help supervise the spectators at all athletic events. Cheerleaders can be taught ways of helping to keep the crowd under control. Law officers, plainclothes as well as uniformed ones, can lend weight to the rules and regulations set up for crowd and traffic control at athletic contests.

In brief, whenever a school is sponsoring an athletic event, the school authorities, including the superintendent, principal, athletic director, coaches, and officials must always be alert and on the job. They cannot afford to relax for a single moment. If things should get out of hand, or if a rivalry with an opposing school has become too hot, a temporary break in scheduling them would probably be beneficial to everybody concerned.

Backhand Drive

(Continued from page 40)

Lloyd Budge—The racket face should be as nearly flat to the ball as possible. A player should hit the ball slightly in front of his right leg. His arm should be completely extended. The player's thumb, wrist, and elbow brace the racket. His wrist locks at contact. At contact, the player's weight has shifted to his right foot.

Mary K. Browne—A player should let the ball come down to waist high. He should hit right at the side rather than well in front or behind. At impact the racket face should be straight. His arm should be extended, and the ball should be met opposite the player's forward foot.

Tom Stowe—No comment.

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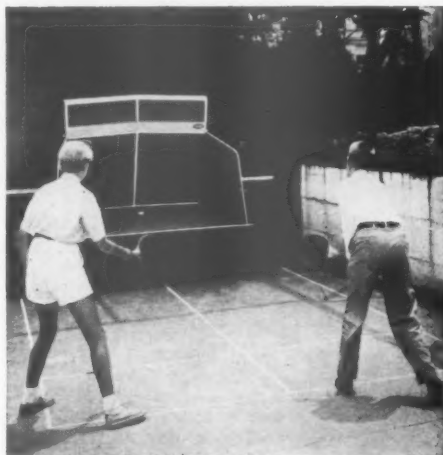
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is the actual point of hit and the other is that the racket should be flat at contact. If a player follows Helen Jacobs', *he wants his body to be pivoting toward the ball and his body weight moving toward the ball*, his shoulder will come in well and contact with the ball can be made well in front of the player's right foot. As we have indicated, on low shots the racket will tend toward open and on high shots, if the player is driving them, the racket face will tend to be closed. However, we like the flat face for the waist high balls.

We can buy, *the arm should be extended at the point of contact*, quicker on the backhand than we can on the forehand, but we have a feeling this may be somewhat of a personal point of view. We like to *steer clear of the term, brushing the ball*. Unquestionably, it happens in many shots, but we feel it will come about naturally. It is our feeling that coaches should talk more in terms of hitting through the shot when teaching it.

It is also important to indicate that at contact the player's shoulder will be approximately perpendicular to the net. On the backhand, he does hit sideways to the ball. Hitting from perpendicular to the net to slightly open is sound.

At the point of hit, the racket shaft on waist high balls will be parallel to the ground. On low balls the player's head will probably tend to be somewhat below the handle of the racket, and on the high ones it will be above the handle. Changing this head position comes about naturally as the player's arm reaches down or up for these balls.

Follow-Through

Ellsworth Vines—The follow-through should be on the same level on which the ball has been struck, and the racket head should be level. As the racket begins to turn over, it will have the effect of putting a slight top on the ball. Because the stroke must be played across the player's body, it is easier and safer for him to come over the ball slightly than it is to hit flat. The follow-through is continued further in the backhand than it is for the forehand because the swing will turn the player until he is facing the net.

Bill Tilden—There should be a long follow-through toward the opponent's court. The swing is slightly upward and definitely forward. The secret of a good backhand lies in the freedom of the swing and the long follow-through.

Helen Jacobs—While the player is pivoting to the right, the racket de-

scribes a slight upward curve above and a little to the right of his right shoulder. On the backhand my follow-through depends on the type of shot I have made.

Don Budge—The racket head continues on up and across the player's body.

Jack Kramer—When the stroke is completed, the racket should point at almost the exact spot where the shot lands. In the follow-through, the player's weight continues forward.

Lloyd Budge—The player should allow his elbow to follow a natural relaxed bend. His weight continues forward. During the follow-through his wrist bends forward. The player should relax at the end of the stroke for more control.

Mary K. Browne—A player should finish right through in the direction he wishes the ball to take. The racket should not be turned over as it is in the forehand. Keep the face of the racket flat. The racket follows through as far as possible in the direction of intended flight. At the finish of the follow-through, the racket and the player's arm should be completely extended.

Tom Stowe—At the finish the head of the racket is up. The player's hand is slightly to the right and at least as high as his shoulder. A high finish helps to put top or overspin on the ball.

As practically all of our experts point out, the swing is upward in the follow-through. One criticism of Vines' game was his flat hitting, the trajectory usually being no more than a few inches over the net, *same level in which the ball has been struck*. For general teaching, this is not sound. We tend to talk about the backhand as a lift shot, but make sure that the lifting motion is out through the ball and not off it. A lifting effect is not a necessary thing, and can be dangerous if it is not handled properly. However, if the player's right shoulder has been dropped lower than his left in the backswing, the shoulder will come up through the shot in the forward swing and in the follow-through. Also, if his knees have been well bent they will tend to straighten out during the shot. This movement tends to accentuate the lifting effect. However, unless it is fully understood, it is better to forget the lifting idea.

We are inclined toward the racket face remaining fairly flat in the follow-through, although the player's hand may turn the face over when an adjustment is needed due to a bad or misjudged bounce. There is nothing wrong with Lloyd Budge's, *the player's wrist bends forward during the*

follow-through, but we like this as an adjustment feature rather than something that is standard.

Kramer and Browne indicate somewhat the same thing in the racket should point at almost the exact spot where the shot lands, and the racket and arm should be completely extended at the finish. There have been some good backhands employing this particular type of follow-through, but most of the great backhands have always tended to end high, following Lloyd Budge's, allow the elbow to follow a natural relaxed bend. In this follow-through the racket will end over the player's right shoulder part of the time.

We like to have our students thinking in terms of the hitting area. Of course, many times this approach cannot be used until a faulty backswing, forward swing or ending is cleared up. If a student is having difficulty, the solution lies in retraining a muscular pattern. Usually, the training will consist of the student moving forward into the desired groove and then slipping out of it and back into the previous pattern. A good teacher knows when he is blocked on a certain point and will automatically turn to building up another section. For example, if a coach is not making headway in getting the backswing the way he wants it, drop it and concentrate on the forward swing or the hitting area. In the final analysis, the hitting area should be emphasized.

On the backhand, the hitting area can be very long because of the nature of the swing. If the student lines his racket up behind the ball properly, contacts the ball at an early point, and makes the racket follow out on the intended line of flight as far as possible, he will get a feeling of carrying the ball into court. To get this feeling on the backhand, the player must feel he is coming in alongside the ball or in a considerably more sideways body position than he would use on the forehand. The three important keys are the weight shift, which brings the player's right shoulder in somewhat ahead of the racket; the controlling of the shoulder turn, which in attaining an approximately perpendicular position at the point of contact prevents the swing from going across the intended line of flight of the ball; and the inside-out swing, without which the racket will come across the ball on contact.

When these three factors are incorporated into the swing, the students will be on their way to getting the proper balance between thrusting through the ball and hitting around it through the hitting area.



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Scissor Series

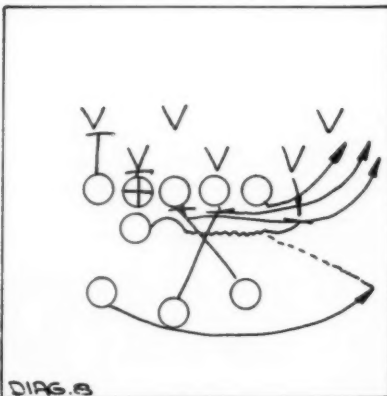
(Continued from page 8)

He should not pussyfoot around with the ball and take a long loss. This is a short pass and is used only to make the linebackers play honest football.

On these plays the linemen should be instructed to fire out hard and low, in order to pull the defensive linemen down so they will not deflect the ball, and in order that the passer's view will not be obstructed.

The fullback scissor pass was our most successful pass during the 1955 season when we managed a 7-3 won-lost record. This pass is shown in Diagram 6.

In this play the fullback drives to the same spot as he did on the running play. As soon as he clears the line of scrimmage, he turns directly up field. Now, it is extremely impor-



tant that he turn directly up field, because if he does not, he will simply veer right into the flat and can be covered easily by the outside linebacker. When the fullback is three to four yards from the line of scrimmage, he should plant his inside foot and make a 90 degree turn to the right sideline. He should receive the pass in a direct line over the position originally occupied by the offensive right end. If the pass is completed in this area, there will be only one man, the defensive safety half, between the halfback and a score.

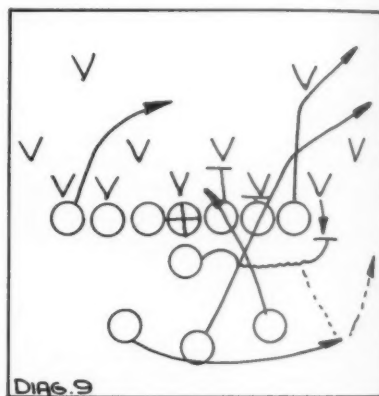
Wide Plays From the Scissor Series

Several possibilities exist in regard to sweep plays from this series. We think the option play is a much better play from this series than from the split T series. In the first place, we feel that the quarterback is better protected with a diving halfback and fullback in front of him; and second, the

tremendous pull of the play will cause the outside backer to try to help to the inside, which will make the wide stuff go better.

We have always felt that the option play as used by split T teams is a tremendous play, but at the same time it is our belief that it demands a player at the quarterback spot who has outstanding agility and analytical ability. Consequently, we call our option play the option pitch or the option keep. However, we still want the quarterback to eliminate the end on the pitch play. We feel that after the inside fake, the quarterback must go close enough to the defensive end to make him take him; after that, he should pitch. We have found that a player who has average ability can do this very well.

An amazing thing concerning the blocking on the outside play is that it is possible against a 5-4 defense to pull both the end and tackle to block



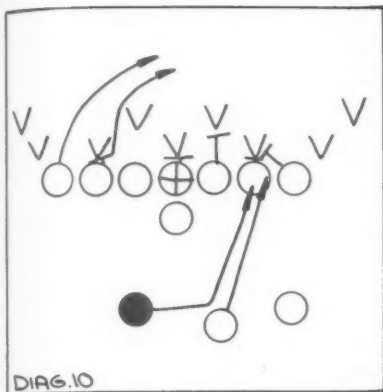
outside. If a hit and slide type defense is encountered, it is even possible to pull all three strong-side linemen (Diagram 8).

When pulling all three linemen, the team will run into quite a bit of congestion; however, an outside threat will be provided that definitely must be respected regardless of the speed the team has. This outside threat will keep outside backers and safety halfbacks at home. We notice that most coaches have difficulty getting a guard out to block in similar situations, and since the end and the tackle are closer, we think they can do a better job.

Our option pass is shown in Diagram 9. We always use a three-man pattern, with the fullback as the flat man.

The Scissor Drive Series

Incorporating a portion of the drive series into this group of plays gives it additional punch for power type



plays. This play is shown in Diagram 10.

We like the type of blocking that is used on this play. Power blocking may be old-fashioned, but we notice it still gets the job done. Although most teams that use the 5-4 do not crash their ends recklessly, it does not make too much difference on this series of plays because the fullback can take care of either type of defensive end. Notice that the halfback's initial steps will be to swing to the outside just as he does on the wide play. Just before he reaches the spot where the fullback was originally positioned, he will swing to the inside and run a course just inside of and parallel to the course of his own fullback. The further inside the double-team block moves the tackle, the more running room is provided for the halfback. It is interesting to notice that this play can provide tremendous power by having the quarterback fake the ball to the halfback and follow him right into the hole, using him as a lead blocker.

If a team has an exceptionally fine quarterback, he may use a reverse spin into any of these plays. There is room in this series for a roll-out play after the initial fake to the diving backs.

There are many possibilities from this series of plays. We like the series because it is simple to teach; the timing is easy to develop; the two dive men put pressure on a wide area; it is difficult for the inside linebacker to key on either the halfback or the fullback; and we feel that it makes adequate use of the fullback both as a runner and as a blocker.

Multiple Offenses

(Continued from page 6)

neuver. This procedure provides the safety valve type of pass, which in itself is very effective. However, the

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OCEAN STANDARD starts at \$55.

Most popular board ever built. Low price, high grade board of Douglas Fir lumber. Tips reinforced with cold rolled steel "blind" stitch bolts. Board is finished with new Polyrestys SaniTread eliminating need for Cocoa Matting. 8' to 16' lengths.

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25th Annual



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CHUCK HAYNES.....Ray High, Corpus Christi

— BASKETBALL

HANK IBA.....Oklahoma A.&M.
MILTON JOWERS.....S.W.T.S.
CLIFTON McNEELY.....Pampa High
COTTON ROBINSON.....Buna High

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Murray Warmath
"T" Formation
University of Minnesota

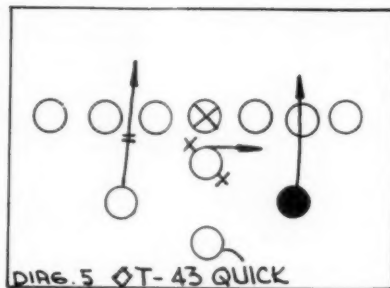
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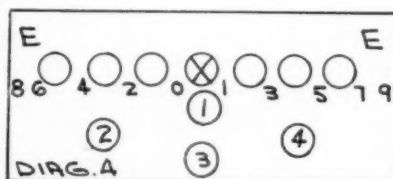
For complete details write to:
W. W. LAWSON, DIRECTOR



six-man front does not show up too much against the diamond T because of the possibility of getting five men into the defensive secondary.

The Center and the Quarterback

The center must keep his head down at all times because a definite key would be given if he was in an up stance for the T and a down stance for the long pass to the deep man. In the same vein, the quarterback must assume the same position at all times so that the defense will not be able to read him to see if it is a T play or the

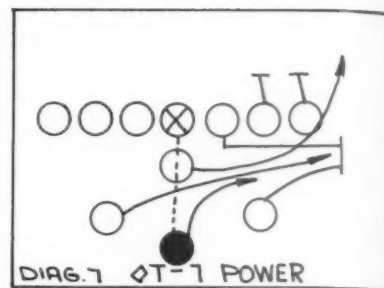
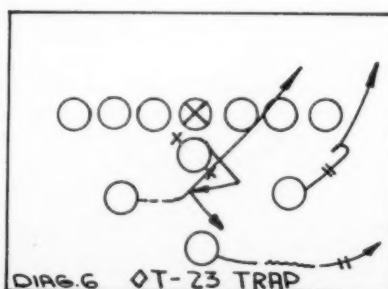


long pass to the deep man.

Probably the best passer should be lined up in the deep position, and the best ball-handler in the quarterback position. Of course, all backs can interchange positions if the individual situation warrants. The problem might solve itself because in a number of situations the best passer is not the best ball-handler and vice versa. Thus, they could be placed accordingly.

Line Blocking

The same numbering system and blocking should be used in the line, regardless of the position the backs

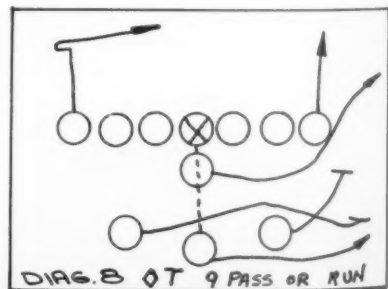


are in. A type of rule blocking is probably the best because the linemen block the same way regardless of what the backs are running. The argument against this procedure is that some changes must be made in the line blocking when the backs run various patterns and formations. However, we feel that simplicity, unity, and perhaps giving away a few good blocking angles are better than having the linemen learn too many different assignments. In most cases rule blocking is favored.

Signal System

The plays are called in normal fashion and any numbering system that is now being used is satisfactory. We use the numbering system which is shown in Diagram 4. Regardless of the numbering system that is used the plays should be called according to the position of the backs. For example, Diamond T 43 Quick (Diagram 5); Diamond T 23 Trap (Diagram 6); Diamond T Power 7 (Diagram 7); Diamond T 9 Pass or Run (Diagram 8). We have shown just a few of the possibilities but coaches can adapt their favorite plays to this system without a complete change of system. With a little imagination many types of back-field maneuvers such as the buck lateral series, short punt, and double wing can be run without any complications.

The main asset of the diamond T is the fact that a spread type passing formation may be gained while still retaining the threat of a strong running game.



Coaching School Directory

ADELPHI COLLEGE C. S.

Garden City, L. I., New York. Aug. 5-6-7. Courses—Basketball. Staff—Bucky O'Connor, Ken Norton, Paul Walker, J. Milo Sowards, Max Bell, and John Sipos. Information—Tuition \$15.00 includes room. Directors—George E. Faherty, Adelphi College, Garden City, N. Y. and John E. Sipos, R. L. Simpson High School, Huntington, N. Y.

See advertisement page 64

ALL-AMERICAN C. C.

Bemidji, Minn. June 17-18-19. Courses—Football, basketball, and officiating. Staff—Forest Evashkevski, Paul Bryant, Henry Iba, Bill Strannigan, Lou Fillippi, Mike Lagather, and George Thorbrogger. Information—Tuition \$15.00. Cost of room \$2.00 to \$3.00 per day; meals \$3.00 per day. Directors—K. E. Wilson and H. J. Erickson, Bemidji, Minn.

See advertisement page 61 April

ALL-STAR H. S. FOOTBALL CLINIC

Raytown, Mo. Aug. 12-13-14. Courses—Football and Training. Staff—Chuck Mather,

Frank Broyles, Harry Smith, Jerry Claiborne, Jim Mackensie, Merrill Green, Tommy Triplet, Dick Piskaty, Dave Putts, Dennis Studer, Gil Georgeff, Hoyt Baker, Andy Hurski, Al Davis, and Hugh Grubiss. Information—Tuition \$5.00. Cost of room \$5.00 to \$7.00 per day; meals \$3.50 per day. Director—Ted Chittwood, Ath. Dir., Raytown High School, Raytown, Mo.

CALIFORNIA WORKSHOP

San Luis Obispo, Calif. Aug. 5-16. Courses—Football, basketball, baseball, track, training, swimming, tennis, golf, wrestling, and archery. Staff—Chuck Taylor, Don Hall, Dick Hill, Pete Newell, Pete Peletta, Rod Dedeaux, Walter Mails, Jess Mortensen, "Kickapoo" Logan, Mel Moretti, Dick Anderson, Dean St. John, Al Lope, Ray Snyder, Don Lacerque, and Gene Carr. Information—Tuition \$10.00 for one week; \$20.00 for two weeks. Director—J. B. Haralson, 2000 24th St., Bakersfield, Calif.

COLBY COLLEGE C. S.

Waterville, Me. June 19-20-21. Courses—Foot-

ball and basketball. Staff—Harry Arlanson, Henry Plasse, and Edward A. Diddle. Information—Tuition \$20.00. The fee is \$15.00 if it is paid by June 1. Room and meals approximately \$6.00 per day. Director—Ellsworth W. Millett, Colby College, Waterville, Me.

See advertisement page 37

COLORADO, UNIV. OF

Boulder, Colo. June 17-21. Courses—Football, basketball, baseball, track, and training. Staff—John Michelosen, Dal Ward, Jerry Bush, Frank Prentup, Frank Potts, and Jack Rockwell. Information—Tuition \$10.00. Director—Harry G. Carlson, University of Colorado, Boulder, Colo.

See advertisement page 62 April

CONNECTICUT, UNIV. OF

Storrs, Conn. Aug. 13-14-15. Courses—Football and basketball. Staff—Jack Curtice, Jess Dow, Edward Finn, E. S. Hickey, and Howard Dickenman. Information—Tuition \$10.00. Director—J. O. Christian, Ath. Dir., University of Connecticut, Storrs, Conn.

See advertisement page 52

EASTERN PA. COACHES ASSN.

East Stroudsburg, Pa. June 17-20. Courses—Football, basketball, and training. Staff—Bowden Wyatt, Floyd Schwartzwalder, Paul Dietzel, Frank Reagan, Joe Coviello, Al Erdosy, Clair Bee, J. Birney Crum, and Eddie

Get the jump on your opponents

Attend AMERICA'S FINEST FOOTBALL COACHING SCHOOL

Just before your season starts

OHIO HIGH SCHOOL FOOTBALL COACHING SCHOOL

(Sponsored by The Ohio High School Football Coaches Association)

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—featuring—

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- Game movies including the Orange, Cotton, and Sugar Bowls.
- Ohio High School ALL-STAR Football Game.
- Syllabus of plays, drills, diagrams.

TUITION: \$10.00 to members Ohio Football Coaches Association; \$15.00 to nonmembers
Coaches who register and pay tuition prior to August 1 may deduct 10%

For information or registration write JIM ROBINSON, Director, Lehman High School, Canton 3, Ohio

OHIO HIGH SCHOOL ALL-STAR FOOTBALL GAME — 8:30 P.M., AUG. 16, FAWCETT STADIUM

**"The East's Outstanding
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For details write: Co-Directors

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Huntington, N. Y. Garden City, N. Y.

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(Whitworth College)

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JOHN WOODEN
UCLA — Basketball

BILL BOWERMAN
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3215 EAST MERCER SEATTLE 2, WASH.

Zanfrini. **Information** — Fee \$45.00 includes tuition, room, board, free golf, etc. **Director** — Marty Baldwin, Box 205, East Stroudsburg, Pa.

See advertisement page 56

FLORIDA A & M COLLEGE

Tallahassee, Fla. Courses — Football, basketball, and training. **Staff** — Paul Bryant, Warren K. Giese, Bob Woodruff, Frank Broyles, Tom Nugent, Gene Ellenson, "Tonto" Coleman, Gomer Jones, Earl Jones, and Sam Lankford. **Information** — Tuition \$17.00 includes room. **Director** — A. S. Gaither, Florida A. & M. University, Tallahassee, Fla.

FLORIDA STATE UNIV.

Tallahassee, Fla. June 13-14-15. Courses — Football. **Staff** — Bowden Wyatt, Bud Wilkinson, Blanton Collier, and Bobby Dodd. **Information** — Tuition \$15.00 includes room. **Director** — Tom Nugent, Head Football Coach, Florida State University, Tallahassee, Fla.

See advertisement page 66

IDAHO COACHES ASSN. C. S.

Sun Valley, Idaho, Aug. 5-9. Courses — Football, basketball, track, and training. **Staff** — Frank Broyles, Adolph Rupp, Joe Glanders, and Eddie Wojecki. **Information** — Tuition \$10.00 association members; \$15.00 nonmembers. **Director** — Jerry Dellinger, Jerome High School, Jerome, Idaho.

See advertisement page 58

ILL. NORMAL-WESTERN C.S.

Normal, Ill. June 11-12. Courses — Football, basketball, baseball, and track. **Staff** — Frank Broyles and Floyd S. Stahl. **Information** — Tuition free. **Director** — Howard J. Hancock, Ill. State Normal University, Normal, Ill.

SOUTHERN ILLINOIS UNIV.

Carbondale, Ill. Aug. 15-16. Courses — Football and basketball. **Staff** — Don Faurot. **Director** — Dr. Carl E. Erickson, Southern Ill. University, Carbondale, Ill.

INDIANA BASKETBALL SCHOOL

Kokomo, Ind. Aug. 1-2-3. Courses — Basketball. **Staff** — Fordy Anderson, E. N. Case, Bill Chesebrough, A. R. Porosky, and J. J. Tansey. Tuition \$10.00 includes a set of notes. Room \$3.00 per day; meals \$4.00 per day. **Director** — Cliff Wells, Box 33, Tulane University, New Orleans 18, La.

See advertisement page 66

KANSAS H.S. ACTIVITIES ASSN.

Wichita, Kans. Aug. 19-22. Courses — Football, basketball, and training. **Staff** — Dick Harp. Others to be selected. **Information** — Tuition \$10.00. **Director** — C. H. Kopelk, 1300 Topeka Blvd., Topeka, Kans.

LOUISIANA H.S. COACHES ASSN.

Baton Rouge, La. July 29-Aug. 12. Courses — Football, basketball, track, and training. **Staff** — Paul Bryant, Bowden Wyatt, Al Moreau, and Marty Broussard. **Information** — Tuition \$5.00. **Director** — Woodrow W. Turner, 151 Charles Ave., Shreveport, La.

NORTHERN MICHIGAN C.S.

Marquette, Mich. Aug. 1-3. Courses — Football, basketball, and athletic training. **Staff** — Terry Brennan, Lloyd Stahl, and Bob White. **Information** — Tuition free. Room \$2.00 per day. **Director** — C. V. "Red" Money, Northern Michigan College, Marquette, Mich.

MICHIGAN, UNIV. OF

Ann Arbor, Mich. June 24-July 5. Courses — Football, basketball, track, and training. **Staff** — Bennie Oosterbaan, Bill Perigo, Don Canham, and Jim Hunt. **Information** — Tuition \$20.00 resident; \$30.00 non-resident. **Director** — Howard C. Leibee, Waterman Gymnasium, University of Michigan, Ann Arbor, Mich.

MISS. ASSN. OF COACHES

Jackson, Miss. July 30-Aug. 2. Courses — Football and basketball. **Staff** — Bobby Dodd, Blanton Collier, and Adolph Rupp. **Information** — Tuition \$10.00 for members; \$15.00 for non-members. **Director** — Sammy Bartling, Exec. Secy., Millsaps College, Jackson, Miss.

See advertisement page 55

S.W. MISSOURI C. S.

Springfield, Mo. July 11-12. Courses — Football and basketball. **Staff** — To be announced. **Information** — Tuition \$3.00. **Director** — Aldo A. Sebben, Ath. Dir., Southwest Mo. State College, Springfield, Mo.

NEVADA, UNIV. OF

Reno, Nev. June 17-21. Courses — Football, basketball, and training. **Staff** — Duffy Daugherty, Everett Case, and "Kickapoo" Logan. **Information** — \$20.00 resident; \$24.00 non-resident. **Director** — G. A. Broten, Ath. Dept., University of Nevada, Reno, Nev.

NEW MEXICO COACHES ASSN. C.S.

Albuquerque, N. Mex. Aug. 4-10. Courses — Football, basketball, and training. **Staff** — Gomer Jones, Chuck Mather, Jack Nagle, Ken Loeffler, and C. R. Bickerstaff. **Information** — Tuition members \$10.00; non-members \$15.00. **Director** — "Doc" Ledbetter, 1213 Princeton Drive, S.E., Albuquerque, N. Mex.

NEW YORK STATE C.S.

Schenectady, N. Y., Aug. 26-29. Courses — Football, basketball, soccer, wrestling, baseball, and training. **Staff** — Ben Schwartzwalder, Harry Lipwack, Irving Schmid, and Earl W. Fuller. **Information** — Tuition \$40.00 includes room and board. **Director** — Philip J. Hammes, Proctor High School, Utica, N. Y.

See advertisement page 62

OHIO H.S. COACHING SCHOOL

Canton, Ohio. Aug. 12-16. Courses — Football and training. **Staff** — Bowden Wyatt, Gomer Jones, Floyd Schwartzwalder, Woody Hayes, Frank Howard, and Ken Rawlinson. **Information** — Tuition members \$10.00; non-members \$15.00. **Director** — Jim Robinson, Lehman High School, Canton 3, Ohio.

See advertisement page 63

OKLAHOMA COACHES ASSN.

Tulsa, Okla. Aug. 12-15. Courses — Football, basketball, baseball, and training. **Staff** —

Murray Warmath, Eddie Crowder, and Forest Evashevski. Others to be announced. **Information**—Tuition \$10.00. **Director**—Leon Bruner, 335 S. E. 25th St., Oklahoma City, Okla.

OREGON, UNIV OF

Eugene, Ore. June 10-15. Courses — Football, basketball, baseball, track, and wrestling. Staff — Gomer Jones, Pete Newell, Bill Bowerman, and Bill Hammer. **Information**—Tuition \$16.00. **Director**—Dean A. A. Esslinger, School of Health and Phys. Ed., University of Oregon, Eugene, Ore.

See advertisement page 63 April

RIVER FALLS COACHING CLINIC

River Falls, Wisc. June 13-14-15. Courses — Football, basketball, and training. Staff — Ara Parseghian. Others to be announced. **Information**—Tuition \$15.00. **Director**—Phil Belfiori, Wisconsin State College, River Falls, Wisc.

SO. CAROLINA COACHES ASSN.

Columbia, S. C. Aug. 4-9. Courses — Football, basketball, and training. Staff — Bobby Dodd, Phil Dickens, and Frank McGuire. **Information**—Tuition members \$4.00; non-members \$10.00 per course; \$15.00 for both courses. **Director**—Harry Hedgepath, 1623 Harrington St., Newberry, S. C.

See advertisement page 58

SOUTHERN UNIV.

Baton Rouge, La. June 10-14. Courses — Football and basketball. Staff — Paul Bryant, Warren Giese, Harold E. Burry, and Johnny McLendon. **Information**—Tuition \$10.00. **Director**—A. W. Mumford, Southern University, Baton Rouge, La.

TENNESSEE COACHES ASSN.

Cookeville, Tenn. Courses — Football, basketball, baseball, track, and training. Staff — John Vaught, Fred Schaus, L. S. Honaker, and Wesley Knight. **Information**—Tuition free. **Director**—Wilburn Tucker, Box 187-A, Tennessee Tech, Cookeville, Tenn.

TEXAS H.S. COACHES ASSN.

Dallas, Tex. Aug. 4-9. Courses — Football, basketball, baseball, track, and training. Staff — Bud Wilkinson, Bowden Wyatt, Oliver Jackson, Elmer Brown, Charles Moser, Wally Bullington, Bill Stages, Chuck Haynes, Hank Iba, and Milton Jowers. **Information**—Tuition \$13.00 members; \$18.00 nonmembers; \$16.00 out-of-state coaches. **Director**—L. W. McConachie, Perry Brooks Bldg., Suite 11, Austin, Texas.

See advertisement page 61

UPSTATE N. Y. BASKETBALL C. S.

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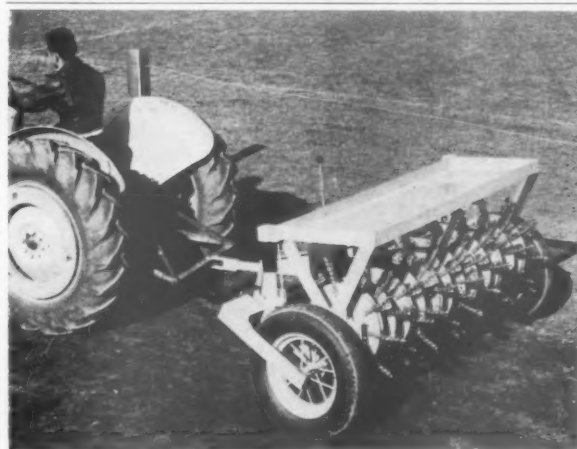
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See advertisement page 62 April

VIRGINIA STATE COLLEGE

Petersburg, Va. June 17-21. **Courses** — Football and basketball. **Staff** — Floyd Schwartzwalder, Murray Warmath, and Forrest Anderson. **Information** — Tuition \$15.00. **Director** — W. W. Lawson, Virginia State College, Petersburg, Va.

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WASHINGTON H.S. COACHES

Spokane, Wash. Aug. 19-24. **Courses** — Football, basketball, baseball, track, training, and wrestling. **Staff** — Don Faurot, John Wooden, Rich Rowe, Marv Scott, Jim Forsyth, Bill Bowerman, and Eddie Wojceki. **Information** — Tuition free to members; \$10.00 for nonmembers. **Director** — A. J. Lindquist, 3215 E. Mercer, Seattle 2, Wash.

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WEST VIRGINIA UNIVERSITY

Morgantown, W. Va. July 22-Aug. 16. **Courses** — Football, basketball, baseball, and track. **Information** — Tuition \$4.00 per semester hour for residents; \$16.00 per semester hour for non-residents. **Director** — Dean Ray O. Duncan, School of Phys. Ed. and Ath., West Virginia University, Morgantown, W. Va.

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Madison, Wisc. Aug. 12-16. **Courses** — Football, basketball, baseball, track, training, wrestling, and tennis. **Staff** — Dave Nelson, Milton Bruhn, Ade Olson, Forddy Anderson, Bud Foster, Art Mansfield, Riley Best, Ken Rolandson, George Martin, and Carl Sanger. **Information** — Tuition \$1.00 members; \$10.00 others. **Director** — Hal Metzen, 1623 Jefferson St., Madison, Wisc.

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FLYING QUEENS C. S.

Plainview, Texas. May 27-29. **Courses** — Girls' Basketball. **Staff** — Harley Redin and outstanding high school coaches. **Information** — Cost of room \$3.00 per day; meals \$3.00 per day. **Director** — Harley Redin, Wayland College, Plainview, Texas.

The Belly Series

(Continued from page 51)

properly blocked, he still has the option of pitching the ball to the swing man the same as he would on the regular outside belly play. However, if the play does materialize according to plan, the quarterback should, after completing his fake to the swing man, break sharply behind his offensive end's block on the defensive tackle. His path should be straight up the field, not forgetting that the swing man is now available for a lateral should some defender recover too quickly.

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